

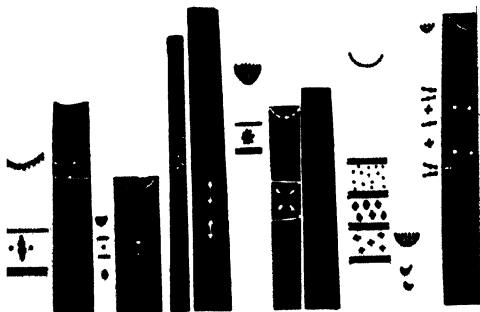
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LINCOLN SCHOOL RESEARCH STUDIES

L. THOMAS HOPKINS
Editor

CATALOG

UNITS OF WORK ACTIVITIES PROJECTS, ETC. TO 1932

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EDITOR'S INTRODUCTION

Regardless of the quality of the movement, there appears to be no doubt of the growing tendency to organize the elementary school curriculum around activities, units of work, projects, themes, et cetera. The evidence is available from the practices in public and private schools, from courses of study, professional books, pamphlets, periodicals, research bulletins, studies of national societies, and publications of the Office of Education. The body of materials has grown to such an extent that it seemed advisable for some individuals to study it carefully, the better to understand the nature, scope, significance, and direction of the movement. A first step in this process is presented by the authors who have listed, grouped and annotated over 7000 such activities, units of work, projects, and themes, and made them available for wider use.

This publication should be of service to a number of interested groups of educators. (1) To those teachers actually engaged in the frequently discouraging tasks of educational pioneering, some encouragement may be given in seeing the great range of activities offered for the elementary schools and for individual grades; to those teachers who have been waiting to ascertain the scope and direction of the movement, the realization of the number and variety of units now in actual classroom practice should give courage to follow, or greater conviction in their own security; to all teachers this book should offer a wealth of source material for the development of a variety of activities in all grades since, as a bibliography, it will save them much time and labor in locating materials. (2) To supervisors and administrators it should serve as a guide in enabling them better to aid teachers to select and plan the development of their units of work. (3) As a foundational study in the new curriculum it should stimulate curriculum workers to undertake the many research investiga-

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EDITOR'S INTRODUCTION—(cont'd)

tions and innovating practices which it unveils. (4) To all students of elementary education it should offer a challenge leading to the reconsideration of fundamental values so necessary to the success of any sound educational program.

The authors state clearly in their introduction that this Catalog in no way implies their philosophy of curriculum making. This Catalog is intended to serve as a study basic to subsequent statements of theory and practice. The authors plan further publications in which these aspects of the 7000 published articles will be discussed. As a preparatory study to such discussion this volume of references should prove a distinct contribution.

L. THOMAS HOPKINS

ABOUT THIS CATALOG

For some time there has been a demand from teachers, supervisors, and curriculum makers for a catalog listing the published units of work, activities, projects, themes, etc., that have been used in the newer curricula. Schools and individuals are publishing an increasing quantity of materials growing out of their experimentation and innovation in these fields. The volume of these published materials is becoming so great that it is impossible for a teacher or curriculum committee to keep in touch with the "latest thing out." This Catalog is an attempt to bring together a bibliography of the major share of these materials and to classify them for ready reference. The Catalog is organized in three divisions:

SECTION I

The Bibliography of Units of Work, Activities, Projects, etc.

In this section the reader will find an alphabetically arranged list of titles of units, activities, etc., found in professional books, courses of study, pamphlets, and periodicals, principally from January 1, 1925, to December 31, 1931. Each publication was scanned for articles on the newer curricula. Whenever such were found, the titles were listed on 3" x 5" cards. A brief annotation was included if the exact title was insufficient for comprehension or if the article contained unusual features. Rather than copy for each article listed the title of the publication in which it was found, the author, publisher, date, etc., a code number was given to each source and this number was placed on the bibliography card in lieu of these bibliographical data.

After all source materials had been scanned and listings made of the articles describing units, etc., the cards, some 7,000 in number, were classified under approximately 250 arbitrarily selected captions, or topical headings. Under each heading the titles were alphabetically arranged utilizing all the words in them with the exception of the indefinite and definite articles: "A," "An," and "The." In those

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instances where more than one card had an identical title, these cards were arranged in ascending order of their grade placement.

Many titles might have been classified under more than one heading. The classifications are therefore purely arbitrary and in some few instances have little apparent justification. In general, however, reasons for classifications will be recognized by the reader. Wherever there were several possible classifications for a title, the authors placed the card according to its content theme rather than according to the technique used. For example, "English Composition on Colonial Life" might be classified either under "English Composition" or "Colonial Life." Cards bearing such titles were always placed under the content theme [in this case, Colonial Life], rather than the technique used [in this case, English Composition].

Where possible, the grade is indicated for which the activity or unit was intended; but in many cases this is omitted because it was not expressed in the original article or because of difficulty in interpretation. The authors wish to point out, however, that there is a wide range of grade placement for most of the topics listed.

Explanation of the form of notation for each title will be found on the reverse side of the first colored sheet.

SECTION II

The Sources

This section contains annotations of all the source materials in which are found the articles on units of work, activities, projects, etc., given in Section I. These source materials are arranged in four classifications, namely: books, courses of study, pamphlets, and periodicals. The code numbers from 0-99 are reserved for books; 100-699 are reserved for courses of study; 700-799 are reserved for pamphlets; 800-899 are reserved for periodicals. All materials in these classifications were arranged alphabetically and code numbers were assigned.

In annotating these source materials, the authors have attempted to give the reader some idea of the content and organization of the books, courses of study, pamphlets, or periodicals. An effort has been made to restrict the annotation to descriptions. It is not the purpose of these annotations to evaluate.

Originally, the authors intended to quote prices of all

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source materials. This was impossible, however, inasmuch as prices are constantly changing and some of these materials are no longer available for purchase.

SECTION III

Index

In order to assist the reader to find quickly and easily any theme which he desires, an Index is included in Section III. To illustrate its use: the heading *Aviation* in Section I includes all phases of the subject—airplanes, airships, pilots, balloons, etc. If the reader is looking for balloons in Section I, he will not find it. By turning to the Index and looking for Balloon, the reader will be referred to *Aviation*. Air Mail has been classified with *Post Office* in Section I. The Index will indicate this placement.

In preparing this Catalog the authors found no agreement either in theory or practice as to the nature of the newer movements in curriculum reconstruction. Lacking a commonly accepted philosophy of education, there are as many different meanings given to the new movements as there are individuals contributing to them. These chaotic conditions became most obvious when the authors attempted to formulate definitions for “units of work,” “activities,” “projects,” “themes,” etc., which would serve as criteria for selecting or rejecting the materials they discovered in print. Indeed, they have found it impossible to so select—and reject—that the Catalog be free from inconsistencies and contradictions. These “activities,” “projects,” “units of work,” etc., have not yet been so defined as to command general acceptance by students of education. The authors of this Catalog have their own views, but personal opinion must be ruled out. The published articles herein listed are the expressions of many people with widely varying concepts of these terms. The authors, therefore, have merely attempted to interpret these materials as they were originally intended. This Catalog is a list of findings; evaluation and criticism must be left to other publications.

The authors have not attempted to differentiate between the terms used in the title of this Catalog. How inclusive

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or exclusive is a unit or an activity? In many schools "the home" may be called a project. A subdivision called "food" may be thought of as an activity. Smaller divisions may include "the grinding of grain," "the cooking of cereals," "how to eat," etc. In other schools the larger, all-inclusive theme may be called a unit, and any subdivision may be called an activity. Thus "activities" are included within "activities" and the terms "project," "theme," "activity," etc., are used interchangeably. The authors ask those who use this Catalog not to look for any clear cut differentiation between these terms. In this Catalog the authors have listed only the more inclusive titles. Subordinate themes, projects, activities, etc., presented within these titles have not been listed separately.

This Catalog must be presented as a partial rather than complete list of published materials. It is impossible to reach all school systems and all educational writings listing such activity units. Also, it is impossible to find all such in any one source. This Catalog is intended to be representative rather than exhaustive. As already stated, it lists, in general, materials published since 1925; in some few cases, especially with professional books, editions previous to 1925 are included. Only a few items published in 1932 are listed in this volume. If sufficient demand for continuing this service is made, each summer a supplement to this Catalog will review the materials of the previous calendar year. Teachers are invited to send new materials to be listed in these supplements to any one of the authors of this Catalog.

The listings in Section I of this Catalog are intended to be strictly factual or descriptive. Many notations give no more than page reference and title. Only in those instances where the title was not sufficiently explanatory or where something unusual appeared in the published account, was any additional comment made. This very brief form of notation will be recognized by those who reviewed the *Partial Catalog* of earlier date, as a departure in length and fullness of comment. The *Partial Catalog* listed some 500

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items in 70 pages, or roughly, 7 items per page. At this rate the present Catalog with approximately 7,000 items would require 1,000 pages,—a volume too costly and bulky to be of general use. Thus it was necessary to cut the individual notations to the barest minimum.

The authors recognize fully the inadequacies of these shorter notations as a guide to teachers in selecting the most helpful materials on a particular topic. Under the caption of "Community Life" there are some 275 titles. Many of these by any accepted set of criteria would be unworthy of the teacher's consideration. The authors do not assume that these inferior accounts will be recognizable as such in this Catalog. The teacher will, however, be able to distinguish to some extent, possible articles of usefulness by noting the title, the page length, author, school publishing the article, date of publication, inclusiveness of the title, and the annotation where given.

At the present time, two of the authors—Alice E. Carey and Paul R. Hanna—are preparing a selected Catalog for which the 7,000 items in the present Catalog will be studied further and the better ones evaluated and described in detail. This Catalog will appear in the Lincoln School Research Studies. Other volumes are now in preparation which will also evaluate the units of work, activities, etc. These publications will appear independently. One of them is being prepared by the third author, J. L. Meriam. In such studies as these and others, the teacher will have a ready handbook in which she may find comprehensive and critical evaluations; rather than 275 titles under the caption *Community Life* the teacher will find the few "better" articles listed.

The authors are grateful to the many who have contributed in time and effort. Scores of students and leaders of education throughout the country were kind enough to give suggestions and criticisms on the basis of the mimeographed *Partial Catalog*. Whenever possible, their suggestions and criticisms have been incorporated in the present volume. The authors wish to acknowledge the contribu-

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tions of the students in the curriculum courses at the University of California, at Los Angeles. To Professor W. S. Monroe, at the University of Illinois; to Miss Margaret C. Miller, to Professor Jean Betzner, and to Professor H. J. Bruner and his associates, of Teachers College, Columbia University, the authors are especially indebted for advice and criticism. Acknowledgment is made to Dr. Lester Dix for the cover design. To the hundreds of teachers and educational workers who are attempting to make education a new and vital force in individual growth and social reconstruction and whose professional publications form the basis of this Catalog, we are grateful, and dedicate this volume to the cause they have so thoroughly initiated.

This Catalog is presented with the intention of the authors to render some help to students of the elementary school curriculum. The authors believe that this publication will contribute much toward impressing the educational public with the serious complexity and the extended scope of this new educational development. It is also hoped that it will stimulate critical studies of this school movement.

A. E. C.
P. R. H.
J. L. M.

July 1, 1932

SECTION I
**THE BIBLIOGRAPHY OF UNITS OF WORK,
ACTIVITIES, PROJECTS, ETC.**

Alphabetically arranged list of titles of units of work, activities, projects, etc., taken from books, courses of study, pamphlets, and periodicals.

See reverse of this page for explanation of notations.

296 90-1. VI. How Animals Are Protected.

296	90-1.	VI.	How Animals Are Protected.
Code Number. Refers to the Publication (listed in Section II) in which this Article is to be found	Page Reference in that Publication	Grade Placement given	Title of Article as given in the publication. In some instances this item is followed by the author's name and an annotation.

818 Vol. 11:85-6 S'30. Pr. Jungle Beasts. Nell C. Curtis.

818	Vol. 11:	85-6	S'30.	Pr.	Jungle Beasts. Nell C. Curtis.
Code Number. Refers to the Publication (listed in Section II) in which this article is to be found	Volume Number	Page Reference in that Publication	Month and Year	Grade Placement given	Title of Article as given in the publication and Author. In some instances this item is followed by an annotation.

ABBREVIATIONS USED FOR GRADES

Kdg.—Kindergarten	Pr.—Primary Grades,
I—Grade One	or I to III
II—Grade Two	Int.—Intermediate Grades,
III—Grade Three	or IV to VI
IV—Grade Four	A.G.—All Grades,
V—Grade Five	or Kindergarten to VIII.
VI—Grade Six	
VII—Grade Seven	
VIII—Grade Eight	

SECTION I

THE BIBLIOGRAPHY OF UNITS OF WORK, ACTIVITIES, PROJECTS, ETC.

AFRICA

- 20 209-11. *Africa*.
 246 398-405. III. *Africa*.
 244 39. III. *Africa*. Suggested art activities.
 354 91-3. IV. *Africa*.
 196 43-53. V. *Africa*.
 128 169. VI. *Africa*.
 362 83-6. VI. *Africa*.
 112 318-23. VI. *Africa*.
 364 52-3. VIII. *Africa*.
 136 40-2. III. *An African Hut*.
 136 110-2. IV. *African Hut*.
 136 76-8. IV. *African Life*.
 800 Vol. 16:40 O'30. *An African Project*. C. Stewart.
 834 Vol. 10:108. F'31. IV. *An African Village*. L. Horn.
 376 57-63. III. *The Congo*.
 306 38-44. IV. *The Congo*.
 400 65-84. IV. *The Congo Region*.
 242 34-44. IV. *The Congo Region*. Geography.
 820 Vol. 37:59 Ja'28. I. *A Directed Study Lesson on Africa*.
 L. Ooley and F. Cook.
 128 173-9. VI. *Floor Map of Africa*.
 240 226-9. III. *How the African Child Lives in Hot, Moist Lands*.
 14 Vol. 8:419-27. VI. *Is South Africa a Suitable Place for the White Man to Live?*
 182 44. III. *Life in the African Congo*.
 700 113-7. IV. *Living in Africa*.
 360 176-9. III. *Making a Movie About Africa*.
 710 1-17. *Primitive Negro Sculpture*. A. Hoskins.
 18 55-71. *Sand Map of Africa*.
 248 166-8. V. *South Africa*.
 322 86-8. V. *A Trip to Africa*.
 812 Vol. 28:373-9 D'29. *Unit on Africa*. C. Burton.

AGRICULTURE

- 298 14. VI-VII. *Agricultural Products*.

AGRICULTURE (cont'd)

- 344 184-8. V. *Agricultural Regions—Corn Belt.*
- 344 194-8. V. *Agricultural Regions—the South.*
- 256 197-200. III-IV. *Agriculture.*
- 38 141-3. IV. *Agriculture.*
- 294 248. IV. *Agriculture.* Crops, farming methods, plantation life.
- 180 130-55. V. *Agriculture.*
- 258 219-26. V-VI. *Agriculture.*
- 820 Vol. 35:72 My'26. *Agriculture Scrapbook.*
- 344 198-202. V. *Great Plains West.*
- 820 Vol. 36:56 My'27. Int. *A Project in Agriculture.* H. Fulton.
- 182 125-7. VI. *Why Agriculture Is One of the Chief Industries of the United States.*

AIR

- 122 135-7. VI. *The Air.* Relation of air to fire, the chief gases of the air, and ventilation.
- 184 5-12. VII. *Air and Water.*
- 296 22-3. I. *Air Is Everywhere.*
- 14 Vol. 5:328-30. III. *Air Pressure.*
- 54 254-5. III. *Air Pressure.* Experiments in air pressure.
- 296 94-6. VI. *Atmospheric Pressure.*
- 14 Vol. 5:283-4. II. *The Dust in the Air.*
- 14 Vol. 5:286-7. II. *The Force Exerted by Air.*
- 820 Vol. 40:53 Je'31. *Out of the Air.* C. S. Dobbelaere A play.
- 14 Vol. 8:282-3. VI. *Physical Properties of Air and Ventilation.*
- 820 Vol. 38:48 Ja'29. Pr. *Science in the Primary Grades.* M. Palfreyman. Projects in air-pressure, temperature, moisture, etc.
- 14 Vol. 5:230-1. I. *A Study of Air.*
- 100 651-2. IV. *A Study of the Air.*
- 14 Vol. 8:180-1. IV. *We Live at the Bottom of an Ocean of Air.*

ALASKA

- 362 42-3. V. *Alaska.*
- 128 100-4. V. *Alaska.*
- 882 Vol. 31:249-51 D'31. V. *Maps That Live.* V. Fenstermacher. Alaska.
- 294 311. VI. *Minerals of Alaska.*
- 800 Vol. 14:40-1 Ja'29. II. *Northern Project.* I. Lawrence. Alaska.
- 812 Vol. 26:242-5 S'27. *Study of Alaska by the Problem Method.* H. O. Lathrop.

AMERICAN CITIES

- 196 79-101. III. *Detroit*.
- 294 417. III. *Excursion to French Quarter of New Orleans*.
- 348 4. IV. *General Features of St. Paul*.
- 820 Vol. 36:65 N'26. VII-VIII. *Lesson Plans on Great American Cities*. M. T. Johnson. Cleveland project.
- 820 Vol. 36:65 F'27. VII-VIII. *Lesson Plans on Great American Cities*. M. T. Johnson. Detroit.
- 820 Vol. 36:66-7 Ap'27. VII-VIII. *Lesson Plans on Great American Cities*. M. T. Johnson. Houston.
- 820 Vol. 36:54 Je'27. VII-VIII. *Lesson Plans on Great American Cities*. M. T. Johnson. Jacksonville.
- 820 Vol. 36:66-7 Mr'27. VII-VIII. *Lesson Plans on Great American Cities*. M. T. Johnson. Kansas City.
- 820 Vol. 35:64 S'26. VII-VIII. *Lesson Plans on Great American Cities*. M. T. Johnson. Minneapolis and St. Paul.
- 820 Vol. 35:68 O'26. VII-VIII. *Lesson Plans on Great American Cities*. M. T. Johnson. Portland, Oregon.
- 820 Vol. 36:58 D'26. VII-VIII. *Lesson Plans on Great American Cities*. M. T. Johnson. Seattle.
- 820 Vol. 36:53 Ja'27. VII-VIII. *Lesson Plans on Great American Cities*. M. T. Johnson. St. Louis.
- 258 204. V. *Mexico City*. Imaginary trip to Mexico City.
- 304 47-9. III-IV. *Observation Tour of Oakland*.
- 180 39-40. V. *Our Capital City*. Washington, D. C.
- 7C 812 Vol. 30:93-100 Mr'31. *Queen City of the Lakes*. H. S. Kemp. A geographic pageant.
- 152 90. IV. *A Trip to New York*. Brief suggestions for emphasizing arithmetic.
- 1C 808 Vol. 49:440-1 F'32. *What to See in Washington*. A. H. Perry. Project for an imaginary trip to Washington.

AMERICAN REVOLUTION

- 294 429-30. V. *The American Revolution*.
- 154 134. V. *The Boston Tea Party*. Brief account of dramatization.
- 168 92-5. VIII. *Causes of Conflict Between the British Government and the Colonies*.
- 1C 14 Vol. 8:566-70. V. *The Causes of the Revolution*.
- 340 38-49. VII. *The Colonists Become an Independent Nation*.
- 820 Vol. 38:53 Je'29. VII. *Dramatized History*. S. Thomas. Continental Congress project.
- 114 209-12. VI. *The Establishment of the Nation*.
- 1C 808 Vol. 49:462 F'32. V. *The Flag of the Thirteen Colonies*. M. E. Jones. Account of dramatization following a unit on American Colonial history.
- 7C 106 240-1. VI. *How Did the Forces Underlying This Spirit Culminate in the United States as an Independent Nation?*

AMERICAN REVOLUTION (cont'd)

- 714 Vol. 8:570-7. V. *The Revolution*.
- 362 34-6. V. *Revolutionary Period*.
- 168 95-100. VIII. *The Revolutionary War*.
- 48 Vol. 11:187-9. A.G. *Struggle of the Colonies for Independence*.
- 718 1-6. IV. *Unit Study of the American Revolution*. R. C. Thompson.
- 114 201-8. V. *Winning of Independence*. American Revolution.

ANIMALS

- 714 Vol. 5:417-21. *The Amphibia*. Frogs, toads, and salamanders.
- 26 11-21. Kdg.-VII. *Animal Activities*. Study of live specimens.
- 100 417-9. I. *Animal and Bird Life*. Stresses birds and animals of each season and how they obtain food.
- 100 436-8. II. *Animal and Plant Life*.
- 800 Vol. 17:13-4. O'31. I-II. *Animal Families*. N. D. Showalter. Outline of activity.
- 236 77-8. Kdg. *Animal Life*.
- 368 24-8. Kdg. *Animal Life*.
- 390 24-5. Kdg.-I. *Animal Life*. Fish and reptiles; birds; insects and creeping things.
- 40 384-6. I-II. *Animal Life*. The spider, fly, butterfly, birds, etc.
- 28 131-4. Pr. *Animal Life*. A study of fall, winter, and spring animal habits.
- 294 408. III. *Animal Life*. The deer, otter, bear, mink, squirrel, opossum, rabbit.
- 882 Vol. 30:600-1 My'31. *Animal Making, a Free Activity by Grade II*, Neuberry School, Toledo, Ohio. J. Lyon and N. Smith.
- 20 233-5. *Animal or Menagerie Projects*.
- 820 Vol. 37:65 Mr'28. *The Animal Parade*.
- 104 66-8. II. *Animal Project*. Word games, animal toys, stocking puppets, etc.
- 820 Vol. 35:45 Ap'26. Pr. *Animal Project for Primary Grades*. C. S. Stevens.
- 296 52-3. III. *Animal Senses*.
- 28 82. III-IV. *Animal Shelter*. Study of how they are protected from weather and enemies.
- 104 54-5. II. *Animal Study*.
- 714 Vol. 5:475-80. *Animal Track Study in the Schoolroom*.
- 366 20-5. Pr. *The Animal World*.
- 342 158. Kdg. *Animals*. To recognize domestic animals common to St. Louis and vicinity; how animals prepare for winter.
- 342 168-70. Kdg. *Animals*.

ANIMALS (cont'd)

- 238 33-4. I. *Animals*.
 238 62. II. *Animals*.
 238 94. III. *Animals*.
 296 92-3. VI. *Animals and Human Sanitation*.
 296 29. I. *Animals and Their Babies*.
 238 114-5. IV. *Animals of Jackson County*.
 366 25-9. Pr. *The Animals of the World*.
 722 50-1. IV. *Animals of the World*.
 254 62. I. *Animals Which Are in the Child's Environment*.
 An animal exhibit is planned.
 254 154. I. *Animals Which Are in the Child's Environment*.
 Make animal booklets and animal dolls.
 122 27-8. IV. *Bats*. Effect and use in community. Information for teachers.
 14 Vol. 8:175-8. IV. *The Beaver*.
 258 156. V-VI. *Care of Animals*.
 14 Vol. 8:162-4. IV. *Community and Social Life of Animals*.
 826 Vol. 13:137-41 N°30. I. *Creating an Interest in Animal Life*. M. Swartzell.
 14 Vol. 5:244-8. I. *Detailed Study of Frogs' Eggs*.
 284 38. VII. *Dogs*.
 14 Vol. 5:369. III. *Domestic Animals*. Cat, dog, horse, hog and cow, poultry.
 102 1-32. VI. *Domesticated Animals, A Factor in the Standard of Living*.
 242 21-8. II. *The Domestication of Certain Wild Animals*. Cow, sheep, goat, horse, cat, and dog.
 296 53-4. III. *Food of Animals*.
 710 1-19. *Frogs*. E. Butler.
 122 45-7. IV. *Frogs and Toads*. Information for teachers and references.
 122 92-4. V. *Fur Bearing Animals—Beaver*. How the beaver lives and the value of its fur.
 14 Vol. 5:466-73. *General Invertebrates*. Worms, mollusks, crustacea, spiders, etc.
 58 64-9. I-II. *Getting Acquainted with the Homes of Animals Near School*. Spiders, bees, moths, and butterflies.
 296 28-9. I. *Health Rules for Animals*.
 14 Vol. 5:300. II. *Hibernation of Animals*.
 14 Vol. 8:202-3. V. *Hibernation of Animals*.
 122 78-82. V. *Hibernation of Animals—Woodchuck or Groundhog, Muskrat*. Where they live and the physiology of hibernation.
 296 90-1. VI. *How Animals Are Protected*.
 14 Vol. 5:359-66. III. *How Animals Care for Their Young*.
 296 30. I. *How Animals Get About*.
 100 424. II. *How Animals Live*.

ANIMALS (cont'd)

- 14 Vol. 5:215-23. I. *How Animals Prepare for Winter.*
- 238 125-6. IV. *How Animals Prepare for Winter.*
- 14 Vol. 5:333-43. III. *How Animals Protect Themselves.*
- 14 Vol. 5:264-70. II. *How Animals Survive the Winter.*
- 28 190. I-II. *Impersonation of Animals.* Children may write "I am a ——" "Who are you?" "Can you ——" (Action). Later children may write description of themselves.
- 14 Vol. 5:239-41. I. *Influence of Spring on Animal Life.*
- 876 Vol. 33:480 S'25. I. *An Interesting First Grade Project.* A. Cashman. Children make animal book for sick classmate.
- 58 85. Kdg.-II. *Interpreting Animal Activities.* The rhythm of music suggests the characteristics of some animal which the children will impersonate.
- 188 Vol. 11:85-6 S'30. Pr. *Jungle Beasts.* Nell C. Curtis. Project for eight-year-olds.
- 820 Vol. 37:43 Ap'28. *Kindness to Animals: A Pet Project.* M. S. Pickle.
- 238 193-6. VI. *The Larger Mammals of the World.*
- 14 Vol. 5:425. *Lizards.*
- 42 75-6. II. *Making Fowls and Animals.* Suggested cutouts from stories.
- 238 157. V. *Mammal Study.*
- 14 Vol. 8:199-202. V. *Migration of Mammals.*
- 12 117. I. *Natural History Museum.* Knowledge of animal life in natural setting.
- 14 Vol. 5:319-20. III. *Observation and Care of Animals.*
- 130 502. I. *Observing Frog's Eggs.*
- 874 Vol. 44:621 Ap'27. *Our Animal Friends—An English Project.* M. C. Jones.
- 296 63-4. IV. *Our Domestic Animals.*
- 710 1-46. *Prehistoric Animal Life.* A. Davis.
- 14 Vol. 8:203-7. V. *Protective Coloration of Animals.*
- 122 26-7. IV. *Rats and Mice.* Effect on community.
- 14 Vol. 5:421-2. Pr. *Reptiles.*
- 238 717-8. IV. *Reptiles.*
- 296 62-3. IV. *Sanitation Necessary for Animals.*
- 14 Vol. 5:422-5. *Snakes.*
- 14 Vol. 8:217-24. V. *Some Animals Change Their Forms and Appearances.* Metamorphosis of amphibia, and insects.
- 296 41-2. II. *Some Animal's Eggs.*
- 144 19. IV. *Study of Animal Life.* Consideration of homes and habits of birds and squirrels.
- 820 Vol. 38:55 N'28. IV. *A Study of Beavers.*
- 14 Vol. 5:480-4. *Study of the Economic Value of Animals.*
- 100 648-50. IV. *A Study of Frogs.*
- 100 661. V. *A Study of the Turtle.*
- 58 70-1. Kdg.-II. *Studying Animal and Insect Life.*

ANIMALS (cont'd)

- 12 108-9. I. *Studying Animals in Classroom*. Keeping and observing animals, turtles, snakes, rabbits, chickens, etc.
154 51-5. IV. *Toads and Frogs*.
14 Vol. 5:425-6. *Turtles*.
296 42-3. II. *Ways Animals Protect Themselves*.
284 36-8. VII. *Wild Animals*.

AQUARIUM

- 238 36. I. *Aquaria*.
238 156-7. V. *Aquaria*.
138 28. II. *Aquarium*. L. Johnson.
14 Vol. 5:320-8. III. *Aquarium*. What children must know in order to set up an aquarium; selection of plants and animals; feeding animals; additional suggestions.
888 Vol. 25:32 Ap'29. *Aquarium as a Nature-Study Project*. La Verne Larson.
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824 Vol. 10:43-5 O'31. A.G. *The School Aquarium*. M. Carroll.
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711 1-23. A.G. *Schoolroom Aquaria*. Preparation, care, sources of materials, science of aquaria.
14 Vol. 5:395. Pr. *The Schoolroom Aquarium*.
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- 188 18-40. A.G. *Architecture, Home Planning, and Furnishing*. "A study of private and public architecture; home planning and furnishing considering beauty, comfort, convenience, economy, and health values; the historic development of architecture and furnishings."
- 716 1-7. Pr. *Building the Riverside Church*. E. A. Millard.
- 188 306-405. A.G. *Fine Arts*. "A study of historic and modern architecture, painting, and sculpture."
- 258 143. V-VI. *Studying Styles of Architecture*.

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- 26 32-7. I-VI. *Applied Number*. Connect number work with other school or life activities by measuring plant growth, handwork material, and food material; estimating quantities and prices, paying for lunch at cafeteria, school banking, etc.
- 820 Vol. 35:47 Ap'26. *April Number Lessons for Little People*. A. R. Stanley. Suggested activities and problems.
- 808 Vol. 48:460 F'31. *Arithmetic from the Newspapers*. G. Myers. How to utilize current events in the arithmetic class.
- 874 Vol. 45:806 Je'28. *An Arithmetic Project*. M. Thompson.
- 874 Vol. 44:384 Ja'27. VIII. *An Arithmetic Project in a Rural School*. B. A. Willis.
- 322 41. VI. *Becoming Acquainted with Banking Methods*.
- 820 Vol. 35:62. IV. *The Bill Collector*. W. Hale. Arithmetic project.
- 124 54. II. *The Building of a School House*. Practical arithmetic involved in selecting and measuring materials.
- 152 34-5. Kdg. *Building a Shop*. Number experiences emphasized.
- 176 65. I. *Building Up Idea of Number*. Building with blocks, telling time, playing store, measuring, scoring games.
- 290 185. VI. *Business*. Suggestions for arithmetic enrichment.
- 322 69-70. VI. *Business Assets*.
- 124 61. III. *Buying and Selling*. Drill in addition and multiplication.
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- 800 Vol. 16:10-1 Ja'31. *Classroom Adventures in Finance*. M. Leggette.
- 176 69. I. *Collecting Telephone Numbers and Automobile Licenses*.
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- 176 69. I. *Counting Children and Material*.

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- 378 255. VII. *How We Can Plan Our Spending and Check Our Buying*.
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- 176 325 VI. *Keeping Individual Accounts*.
- 152 31-2. Kdg. *A Living Room Project*. Suggestions for emphasizing arithmetic experiences.
- 800 Vol. 17:15 O'31. III-IV. *Lunchroom Activity*. A. B. Caldwell. Emphasis on arithmetic.
- 876 Vol. 33:256-60 Ap'25. III-IV. *"Mail Order Catalogue," Arithmetic*. C. L. Granger.
- 378 103-8. VII. *Making and Reading Graphs*.
- 210 130. IV. *Making a Frieze for the Room*. Unit emphasizing arithmetic.
- 152 100-1. IV. *Making a Quilt*. Emphasizes arithmetic experiences.
- 800 Vol. 14:22-4 O'28. Pr. *Marketing Problems in Primary Arithmetic*. E. Culver.
- 832 Vol. 4:105 Ja'31. *A Mathematics Project*.
- 820 Vol. 35:49 My'26. *May Number Lessons for Little People*. A. R. Stanley. Suggested activities and problems.
- 152 69-70. III. *Modern Cleveland*. Arithmetic unit.
- 368 56-62. Kdg. *Number Activities*.
- 706 96-103. II. *Number Activities*.
- 342 180-95. Kdg. *Number Activities for Kindergarten*. Suggested activities arising in connection with other studies.
- 800 Vol. 16:37 S'30. II. *Number Game*. A. Winsor.
- 254 173-4. I. *Number Work*. A variety of activities employing number combinations.
- 124 78. V. *Organizing a Construction Company*. Arithmetic project.
- 876 Vol. 34:234 Ap'26; 331 My'26. III. *Our Ford Sedan*. C. Granger. Arithmetic project.
- 826 Vol. 7:247-51 Mr'25. *A Pageant of the Numbers*. M. Herrington. Partially based on "Number Stories of Long Ago."
- 820 Vol. 36:67 Mr'27. VI. *Painless Preparation for Examinations*. E. Sturges. Arithmetic project.
- 152 91. IV. *A Paper Sale*. Brief suggestions for emphasizing arithmetic.
- 124 78. V. *Planning a Vacation Trip*. Arithmetic project.

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- 820 Vol. 37:58-9 S'28. Pr. *Primary Arithmetic Activities*. M. Gifford.
- 820 Vol. 38:43 S'29. Pr. *Primary Arithmetic Activities*. M. Jay.
- 820 Vol. 35:76 D'25. *Primary Number Lessons for December*. A. R. Stanley. Suggested activities.
- 800 Vol. 13:29-30 Mr'28. Pr. *Projects in Primary Number*. R. Condon. Garden project, "My Rhyme Book," and popcorn project.
- 800 Vol. 17:17-8 D'31. VI. *Putting the Holiday Spirit into Arithmetic*. A. B. Caldwell.
- 124 77. V. *Rainfall Data*. Arithmetic project.
- 176 90. II. *Reading Thermometer*. A means of learning numbers.
- 262 29. III. *Roman Numerals*.
- 228 176. Pr. *Simple Bookkeeping*. Recording class expenses, individual savings, thrift clubs, etc.
- 826 Vol. 13:286-8 F'31. II. *Socialized Second Grade Arithmetic*. C. Ashworth.
- 124 81. VI. *Stock Company for Freight Business*. Pupils imitate business methods as a means of studying arithmetic.
- 124 77. V. *Sun, Moon and Tide Tables*.
- 816 Vol. 2:10-11 O'29. III. *Use Attendance Records to Stimulate Arithmetic Learning*. A. B. Caldwell.
- 124 81. VI. *War Savings and Thrift Stamps*. Arithmetic project.

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- 824 Vol. 8:129-31 Mr'30. *Activities, Experiences, and Art*. L. Mann.
- 710 1-15. *Animal Motif in European Peasant Art*. E. Gingrich.
- 808 Vol. 48:292-3 D'30. I-VI. *Art Activities for the Everyday Teacher*. W. Wilson.
- 882 Vol. 26:447-8 Mr'27. V-VI. *Art Appreciation*. J. Todd.
- 882 Vol. 25:484-7 Ap'25. VII-VIII. *An Art Appreciation Assembly Program*. Y. Klein.
- 803 Vol. 4:15-21. Pr. *Art—A Creative Expression*. R. Whit-tier.
- 800 Vol. 16:3-6 Ja'31. *An Art Exhibit All Their Own*. E. P. Long.
- 330 90-2. III. *Art in Third Grade*.
- 858 Vol. 13:10 D'31. II. *Art Poses for Assembly*. W. A. Ragan. Representing great masterpieces.
- 804 Vol. 9:302-5 F'30. V. *Art Project in Fifth Grade*. J. Gray.
- 714 6-12. VI. *Art Section*. Suggested projects.

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 188 40-72. A.G. *Civic and Home Grounds Design*. "A study of design related to planning of civic areas and home grounds for beauty and utility; historic development of civic art."
 232 100-3. I-II. *Color*. The activity includes the use of water colors, crayons, and chalk for blackboards—all in arousing an appreciation of color.
 820 Vol. 39:53 O'30. *Color Problems in Frieze-Making*. E. Eckford.
 * 882 Vol. 26:56-7 S'26. V. *A Color Project*. M. Travis.
 - C 882 Vol. 31:164-6 N'31. Kdg. *Correlating Art Study with the "Three R's."* A. Taylor.
 358 32-4, 52-4, 86-8. Int. *Correlation—Art—Literature—Music*.
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 358 24-32, 42-52, 63-76. Int. *Correlation—Art—Social Studies*.
 854 Vol. 18:959 Je'31. Int. *Correlation of Art and Geography*. E. L. Wegman and E. Iles.
 882 Vol. 26:38-9 S'26. *The Correlation of Art with Other Grade Work*. P. Hubbard.
 816 Vol. 4:15 O'31. *Cut Paper Composition*. W. Winslow.
 878 Vol. 6:256-7 S-O-N'29. *Decorating the Auditorium*. M. Irving. Panels on Norfolk life.
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 14 Vol. 7:20-6. IV. *Greek Chariot and Horse*. Art project.
 882 Vol. 26:112-21 O'26. Pr. *Happy Drawing in the Primary Grades*. D. Kalb.
 876 Vol. 33:698 D'25. V-VII. *Holiday Post Cards as an Industrial Arts Project*. W. Winslow.

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 I. Hazlehurst. November art project.
 882 Vol. 30:47-8 S'30. I. *Making an Art Book in First Grade.*
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 710 1-9. *Peasant Art.* S. Sears.
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 882 Vol. 26:52-3 S'26. I-VI. *A Project in Applied Color Study.*
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 882 Vol. 29:310-3 Ja'30. *Project of the Three Bears.* M. Pickens.
 188 94-156. A. 9. *Records and Advertising.* "A study of book making and repair, lettering, signs, posters, business cards, stationery, window display arrangement, valuation of advertisements."
 266 66-9. V. *Robin Hood.* Art unit.
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 882 Vol. 30:186-7 N'30. II. *Second Grade Finds a New Approach to Art Expression.* L. Nulton.
 882 Vol. 30:244-5 D'30. IV. *Socializing Activity Program for Fourth Grade.* A. Arnold.
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 882 Vol. 26:456-8 Ap'27. *The Story of a Wall Hanging.* A. Horton.
 710 1-8. *Symbolism in Christian and Gothic Art.* M. Padgett.
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 4 349-50. I-VI. *Utensils.* Design applied to baskets, boxes, bowls, vases, dishes, and utensils for all purposes.

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- 196 11-9. V. *A General View of Asia.*
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- 830 Vol. 10:211 Mr'31. *The Big Parade.* S. Shedd. Program for P. T. A.
- 834 Vol. 10:63-7. D'30. *The Castle of Character.* M. M. Schneider. Commencement program.
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- 834 Vol. 8:70-2 Ap'29. VIII. *The Graduation Play.* S. Morris.
- 832 Vol. 4:156-7 Mr'31. *Group Activity in the Auditorium.* B. Horner and M. Mailhot.
- 834 Vol. 8:43-9 Mr'29. VII-VIII. *The Junior High School Auditorium.* R. A. Cozzens. Description of the work and illustrative programs.
- 870 Vol. 2:164-70 D'28. A.G. *The Melting Pot—A Pageant of Folk Songs and Dances of Many Lands.* G. Rowan and others. Coöperative auditorium project worked out in the Luther Burbank Platoon School, Long Beach, California.

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- 876 Vol. 34:242-3 Ap'26. *An April Project*. M. Moore. Sky study.
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- 812 Vol. 24:34-7 Ja'25. VII. *In the Wake of the World Fliers*. G. Howe.
- 874 Vol. 45:810 Je'28. VII. *A Lindbergh Project in Grade Seven*. L. B. Bumbarger.
- 354 25. I. *Making Airplanes*.
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- 136 42-4. V. *Our Aerial Trip*. Imaginary airplane trip from Lake Superior to the Gulf of Mexico.
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- 360 130-3. Kdg. *Our Passenger Plane*.
- 304 37-8. III-IV. *Our Trip to the Oakland Airport*.
- 834 Vol. 10:200-1 Je'31. VIII. *Study of Aviation*. L. Morley.
- 808 Vol. 48:632 Ap'31. VII-VIII. *Studying Aviation*. B. B. Beggs. Suggestions for developing creative ability.
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- 710 1-14. *Through the Air*. Harris, Pitkin, Nagle.
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- 824 Vol. 9:104-7 Ja'31. VI. *Appreciation of the Ballad in Sixth Grade*. M. Stevenson.
- 284 107-9. VIII. *The Ballad*.
- 714 11-6. VI. *Ballads*. Suggested units of work including "Robin Hood," "Saddle to Rags," etc.
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- J C 4 361-2. *Development of Bands and Orchestras*. Appreciation of musical expression, investigation of three divisions of instruments.
- 7C 826 Vol. 14:66 O'31. A.G. *Kitchen Utensil Band*. Z. Chandler. School activity.
- 7C 826 Vol. 11:214 F'29. III. *A Rhythm Band*. E. Crosby.

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- 882 Vol. 27:376-8 F'28. I-VI. *Basketry—One of the Best Loved Arts*. E. Rice.
- 188 156-90. A.G. *Containers*. "A study of boxes, basketry, pottery, etc., in the materials of clay, paper, strawboard, reed, raffia, metal, wood."
- 58 50. Kdg.-II. *Making Baskets of Pine Needles*.
- 710 1-4. *Materials for Baskets*. A. Blauvelt.

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- 332 15-8. III. *Bees*. E. Hunter.
- 14 Vol. 8:164-71. IV. *Bees*. Special emphasis on the honey-bee.
- 820 Vol. 36:51 My'27. III. *The Bees and the Butterflies*. R. McCorkle.
- 710 1-29. *Bees and Flowers*. Bliss.
- 154 39-42. III. *Bees and Flowers*.
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- 876 Vol. 34:190-1. V. *Benjamin Franklin*. F. Sadik.
- 260 97-8 A.G. *Biographies of Citizens of the World*. Suggestive treatment of biography as a means of promoting world friendship.
- 138 98-100. IV. *Biographies of Great Men*. L. Lumpkin.
- 872 Vol. 43:19 S'25. VIII. *A Biography, Writing Project*. I. Cordy.
- 868 Vol. 8:365 N'30. VI. *Building a Lesson From Life*. C. Chapman. Use of Edward Bok's Message.
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- 298 10-1. III. *George Washington and His Home*.
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- 14 Vol. 5:203-6. I. *Adjustment of Certain Birds to Winter Conditions.*
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856 Vol. 7:51 O'30. I-II. *A Bird-House Project.* V. Marsh.
232 57, 61-3. I-II. *Bird Interests.*
100 425. II. *Bird Life.* Emphasizes why birds fly south in winter.
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820 Vol. 35:42 F'26. Pr. *A Bird Project.* C. Edmiston.
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138 153-5. II. *Bird Study.* L. Rawlings.
154 191. VI. *Bird Study.* Brief account of unit on habits, foods, and haunts of birds.
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- 342 156,166-8. Kdg. *Birds*.
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- 28 115-30. Pr. *Birds*. Relation of bird life to: other animals, vegetation, and weather conditions.
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- 238 62. II. *Birds*.
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- 138 19-20. V. *Birds*. C. Burch.
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- 122 98-9. V. *Birds*—*Blue Jay*.
- 826 Vol.14:128 N'31. IV. *Birds in Science and Art*. M. Vander Ploeg.
- 856 Vol.8:66 O'31. *Birds: A Nature Activity for Schools*. A. M. Carter.
- 366 29-32. Pr. *Birds of the Community*.
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- 122 164-6. VI. *Birds*—*Screech Owl*. The screech owl for rodent control.
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- 44 28-30. II. *Construction of a Bird Bath*.
- 800 Vol.16:12 Mr'31. III. *A Crow and Its Habits*. F. A. Stebbins.
- 14 Vol.5:206-7. I. *Detailed Study of the English Sparrow*.
- 14 Vol.5:241-3. I. *Detailed Study of the Robin*.
- 296 85-6. V. *Encouraging Bird Life*.
- 238 50-1. I. *The English Sparrow*.
- 874 Vol.44:787 Je'27. II. *Giving a Bird Show*. N. Holt.
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298 20. II. *A Study of Birds.* Increasing interest in bird life and correlating the study with several school subjects.
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- 232 94-5. II. *Block Construction*. Social growth through association in work.
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- 710 1-10. *Notes on Block Building*. J. Stanton.
- 10 20-38. I-II. *Playing With Blocks*. Use of various kinds of blocks to build buildings, wagons, etc.
- 236 25-7. Kdg. *The Use of Blocks*.

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- 710 1-5. *Block Printing*. F. Hubbard.
- 12 39-40. I. *Block Printing*. Making designs and applying them.
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- 710 1-9. *Wood Block*. G. Harvey.

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- 216 40-7. III. *Boat Study*.
- 8 1-145. III. *Boats*. Detailed discussion of the evolution of ships; a term's study in Lincoln School of New York City; material for teachers and children; illustrated.
- 716 1-11. I. *Boats*. K. D'Evelyn.
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- 304 53-4. V-VI. *Excursion to Cutter Bear*. A trip to a ship.
- 162 74 5. V. *The Flatboat*.
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- 162 93-4. V. *A Great Lakes Freighter*.
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- 888 Vol. 27:62 Je'31. Kdg. *A Kindergarten Activity*. G. Bingham. Boats.
- 162 83-4. V. *A Lighthouse*.
- 218 138. II. *Make Sampans and Markets*. Chinese river boats.
- 42 71-2. I-II. *Making a Boat*.
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- 356 247. IV. *Models of Boats.* Made from wood, paper, clay, or soap.
- 162 94-5. V. *A Motor Boat.*
- 158 67-70. VIII. *Our Need of a Merchant Marine.*
- 800 Vol. 16:41-2 My'31. Pr. *Our Ship Project.* R. Tracy.
- 162 46. V. *The Raft.* Constructing a toy raft.
- 294 280. V. *Shipping.* Sources of raw materials, manufacturing industries.
- 716 1-4. Pr. *Ships.* M. Quinlan and P. Curran. Suggested materials only.
- 284 46-7. VIII. *Ships and Pirates.*
- 50 440-7. VI. *Ships and Shipbuilding.* Reading of stories concerning ships, making scrapbooks, illustrations.
- 298 15. VII. *Ships of the World.* Consideration of value of ships in world's history.
- 242 47-53. III. *The Story of Boats, Ships, Submarines.*
- 130 262-6. Pr. *A Study of Boats.*
- 22 143. I-VI. *Taking a Boat Trip Across the Bay.*
- 56 252. *Toy Boats and Automobiles.*
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- 718 1-7. III. *Unit Study of Boats.* C. Badders and I. Schor.
- 218 138. II. *Unloading of a Boat.* Dramatization.
- 162 131. VI. *Venetian Vessel.*
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- 106 123-6. IV. *When and How Did Man Learn to Make and Use Boats?* Study of early traders and explorers.
- 32 93. Pr. *Whittle Boats.*
- 130 37-41. III. *Why Some Ships are Called "Tramps."*

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- 138 20-1. VI. *A Book Map.* L. Agnew.
- 14 Vol. 4:134-6. III. *A Book of Poems and Woodcuts.* Made in art class.
- 148 29-39. VI. *A Booklet.* The study of fables in order to write original fables for a booklet.
- 110 74. III. *Booklets.* Booklets made as a stimulus for number work.
- 803 Vol. 4:167-6. I. *The Bookmakers.* G. W. Adams.
- 882 Vol. 24:383 F'25. VI. *Children's Color Booklets.* J. Todd.

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 will show progress in spelling, speech habits, use of new
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 44 213-8. VI. *Make a Scrapbook*. Facts and illustrations
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 42 28. I-II. *Making an A-B-C Book*. Each letter illustrated
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 258 68-70. V-VI. *Making a Book for Another School*.
 244 18. Kdg. *Making a Booklet*. Fine and practical arts unit.
 258 142-3. V-VI. *Making Books*. Subjects that may be used
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 803 Vol. 1:337-8 Mr'25. IV. *Making "Happy Hour" Books*.
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 56 178-9. *Making Loose Leaf Books*.
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 300 59-61. I-II. *Making Picture Books*.
 882 Vol. 28:578-80 My'29. *Making Poem and Picture Books*. J.
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 138 30. III. *Making a Poetry Book*. H. B. Williamson.
 138 127. I. *Making a Primer*. W. Grier.
 800 Vol. 13:44 S'27. I-II. *Making Word Booklets*. B. Cesal.
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 710 1-7. *Octavo Sewed Book*.
 138 67. VI. *An Old Fashioned Album*. H. G. Shepherd.
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 14 Vol. 3:546. Pr. *Pamphlet-Making*.
 322 89-90. VI. *Preparation of Portfolios to Send to Children
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 138 141. II. *Rebus Story Book*.
 138 49. II. *Rhyme Book*. E. Brown.
 60 68-71. Pr. *A Scrapbook for a Sick Classmate*.
 876 Vol. 33:479 S'25. Pr. *A Scrapbook Project*. C. Thomp-
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 882 Vol. 31:175 N'31. *A Scrapbook Story*. E. McCoy.
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 144 45-52. IV. *A Spring Booklet*.

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820 Vol. 37:68 S'28. *A Yearbook Project*. R. Rice.

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- 56 72. *Picture Books.* Enjoying pictures; encouragement to read.
- 194 18. II. *Remembering Titles.*
- 808 Vol. 49:184-5 N'31. A.G. *Round the World in Children's Books.* M. Griesser. A book-week project.
- 820 Vol. 40:30 N'30. *When Books Speak for Themselves.* L. Smith and G. Wade. A play.
- 54 120-6. III. *Writing Book Reviews.* Encourages careful reading and critical attitude toward material read.

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- 878 Vol. 8:506-8 O'31. *The Bridge.* M. Kock. Science project with six and seven-year-olds at Edgewood School.
- 882 Vol. 30:58 S'30. I. *Bridge Project.* M. Hutchins and M. Atkins.
- 803 Vol. 6:118. I. *Bridges.* E. N. Powell.
- 716 1-8. Pr. *Bridges.* E. Y. Odie.
- 258 141. *Building Bridges.* Responsibility of city government in regard to bridges.
- 162 81-3. V. *A Covered Bridge.*
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- 42 73-4. II. *A Spool Bridge.* Directions for making a spool bridge.
- 56 105-7. *Trip Across Brooklyn Bridge.* Group dictation.

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- 4 247-8. V. *Projects in Providing Ourselves with Supplies.* Problems of earning, producing, and saving.
- 800 Vol. 15:15-9 Je'30. VI. *The Sixth Grade Takes Arithme-*

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tic Home. H. H. Stuart. Suggested activities and detailed account of the family budget.

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38 92. Kdg.-I. *A School Cafeteria.* Discussion of materials used, things to be sold, labels, and price marks; visit to a real cafeteria.
856 Vol. 6:313 Ap'30. *A Student-Operated Cafeteria and Some of the Results.* A. Patton.

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888 Vol. 26:24-5 O'30. *Castle Life*. H. M. Grichson.
138 83-5. VI. *Castle Life*. L. Bailes.
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882 Vol. 27:244-6 D'27. V. *Castles in the Schoolroom*. B. M. Wadsworth.
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20 224. *Cereal Project*. Study of grains.
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106 323-4. III. *Grain Study*. How did the primitive people grind their corn and grain?
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874 Vol. 44:822 Je'27. A.G. *Character Building Through Subject Matter and Assembly Programs*. J. T. Palmer.
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64 553-6. I-VI. *Courtesy*.
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120 42. V. *Courtesy Campaign in a School*.
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64 537-42. I-VI. *Honesty and Truthfulness*.
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322 21. III. *How a Person Should Act When He Is Sick*.
820 Vol. 35:40 My'26. *How to Be a Thoroughbred*. M. F. Jay. Unit emphasizing the value of integrity.
820 Vol. 37:45 S'28. *How to Be a Thoroughbred*. M. F. Jay. Unit on obedience.

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- 820 Vol. 35:48 N'25. *How to Be a Thoroughbred*. M. F. Jay. Emphasizes personal habits of children.
- 820 Vol. 37:42 F'28. *How to Be a Thoroughbred*. M. F. Jay. Unit on personality.
- 820 Vol. 35:36 Je'26. *How to Be a Thoroughbred*. M. F. Jay. Unit on the value of self-control.
- 820 Vol. 37:26 Ap'28. *How to Be a Thoroughbred*. M. F. Jay. Unit on tolerance.
- 256 154. III-IV. *Humane Conditions*. Stories and discussion of how children may be kind to animals.
- 294 110-2. VI. *Ideals*. Stories and discussion of the ideals important in history and the child's life.
- 826 Vol. 13:221-8 Ja'31. *The Morning Exercise as Character Training*. E. A. Wygant.
- 68 3-4. I. *Playing Fair*.
- 820 Vol. 35:40 O'26. *A Project in Character Building*. J. Gowdy.
- 64 556-7. I-VI. *Punctuality*.
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- 170 489-97. V-VII. *Social Etiquette*. Play for assembly program.
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- 54 43. I-VI. *China*. Emphasizes a study of silk and Chinese art.
- 134 25-8. III. *China*. Activities: presented play, made scenery, tea house, and furniture.
- 164 119-25. III. *China*.
- 246 352-8. III. *China*. Includes appearance, home life, foods, modes of travel and amusements of the Chinese; interesting sights in China; Chinese occupations; contributions to our life and ours to theirs.
- 34 131-45. III. *China*.
- 54 225-8. III. *China*. By reading, movies, museum trips, etc., gain an understanding of modes of life in China.
- 64 463-5. III. *China*.
- 354 98-9. IV. *China*.
- 268 46-7. IV. *China*. Health unit.
- 266 48-57. IV. *China*. Art unit.
- 196 19-27. V. *China*.
- 248 155-60. V. *China*. Customs; tea and rice industries; history; China's place in the world to-day.
- 306 36-42. VI. *China*.
- 344 368-75. VI. *China*. Study of the Chinese in St. Louis, and life in China to-day.

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- 820 Vol. 40:45 Ja'31. *China and Japan, Two Geography Units.* E. Doring.
- 824 Vol. 8:65-7 D'29. III. *China as Studied by Third Grade Pupils.* B. McAllister.
- 288 1-31. IV. *China—An Old Civilization.* Detailed study.
- 44 86-93. III. *Chinese Assembly Program.* Play written from a story.
- 218 152-4. III. *Chinese Life.* Make model village, excursions, puppets.
- 808 Vol. 48:117 O'30. *A Chinese Project.* M. Scott. Brief account of unit.
- 360 79-82. I. *A Chinese Store.*
- 294 224. III. *Collection of Articles.* Articles of trade between China and United States.
- 856 Vol. 7:140-1 D'30. III. *If I Dig a Hole Deep Enough, Would I Come Out in China?* M. Currie. Study of China.
- 356 151-3. II. *In China.*
- 256 30-5. III. *Learning of Life in China.*
- 48 Vol. 11:170-2. A.G. *Modern Developments in China and Japan.*
- 800 Vol. 14:41-2 Ja'29. *Our Chinese Project.* E. Smith.
- 374 141-2. III. *A Study of China.*
- 360 173-6. III. *A Study of China.*
- 336 88-95. III. *A Study of China.*
- 834 Vol. 10:199 Je'31. VII. *Study of China.* J. Derrig.
- 130 291-8. III. *A Study of Chinese Life.*
- 824 Vol. 9:43 O'30. III. *A Unit of Study About China.* M. Wallace.
- 322 88-9. VI. *A Unit on China.*

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- 816 Vol. 1:38 Ap'29. II. *An Activity and Its Relations.* H. Bolton. Christmas project.
- 154 146. II. *Adopting a Family for Christmas.*
- 816 Vol. 3:14-17 D'30. *Babaushka.* K. Gibson. Christmas play
- 882 Vol. 30:243 D'30. *Calico Christmas Calendars.* F. Van Nostrand.
- 882 Vol. 30:154-7. Pr. *A Castle of Santa Claus.* A. Little.
- 803 Vol. 8:197-200 D'31. *Character Development and the Christmas Toy Shop.* E. Breckinridge. Making and repairing toys.
- 388 58-9. Kdg. *Christmas.*
- 164 25-8. Kdg.-Pr. *Christmas.*
- 14 Vol. 4:162-73. A.G. *Christmas.* Possible art activities.
- 172 88-90, 153-7. I. *Christmas.*
- 240 54. I. *Christmas.*

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- 118 16. I. *Christmas*. Select a Christmas poem for school program; find a good Santa Claus story.
- 64 579-86. I-II. *Christmas*.
- 202 44-6. I-II. *Christmas*.
- 218 190-1. Pr. *Christmas*. How the celebration may start and what may be done.
- 170 145-50. I-IV. *Christmas*. Assembly program, "Peggy's Christmas Dream."
- 372 258-62. II. *Christmas*.
- 803 Vol. 3:201-4. Kdg.-Pr. *Christmas Activity Contributions*.
- 876 Vol. 33:670-2 D'25. V. *A Christmas Arithmetic Project*. R. Rice.
- 880 Vol. 11:98 D'31. A.G. *A Christmas Booklet*. Safety project.
- 810 Vol. 41:56 D'31. *A Christmas Card Pageant*. E. Hubachek.
- 876 Vol. 33:699-700 D'25. A.G. *A Christmas Carnival in California*. A. Buckman.
- 800 Vol. 16:43-4 N'30. *A Christmas Celebration*. F. T. Newman.
- 240 267-72. III. *Christmas Customs in Many Lands*.
- 820 Vol. 40:47 D'30. *Christmas Designs in Cut Paper*. E. Eckford.
- 820 Vol. 35:80 D'25. *A Christmas Entertainment*.
- 146 29-33. V. *Christmas Festival*. Discussion and written work on the spirit of Christmas.
- 832 Vol. 1:32 D'27. *Christmas for Mother Goose's Children*. D. Johnson.
- 820 Vol. 37:42 D'27. V. *A Christmas Geography Lesson*.
- 820 Vol. 35:54 D'25. Pr. *A Christmas Gift Activity*. L. Dorman.
- 803 Vol. 4:163-7. Pr. *The Christmas Gift Shop*. H. M. Shaver.
- 888 Vol. 24:13 D'28. I. *Christmas in a Chinese First Grade*. A. Conlon.
- 820 Vol. 40:18-9 D'30. I. *Christmas in the First Grade*. G. E. Storm.
- 808 Vol. 48:302 D'30. VII-VIII. *Christmas in Five Zones*. M. Rice. Correlating geography with the Christmas celebration.
- 884 Vol. 14:3-30 My'30. A.G. *Christmas in Other Lands*.
- 278 226-31. Pr. *Christmas in Other Lands*.
- 820 Vol. 37:42 D'27. *Christmas in a Rural School*.
- 803 Vol. 2:192-4. Kdg. *Christmas in a Washington Kindergarten*. B. S. Moore.
- 888 Vol. 24:12 D'28. A.G. *A Christmas Lesson*. I. Eudaly. Writing original play.
- 882 Vol. 26:168-9 N'26. V. *A Christmas Movie*. N. Smith.
- 212 81-5. I. *A Christmas Play*. Original play.
- 154 124-9. II. *A Christmas Party*.
- 820 Vol. 37:35 D'29. *A Christmas Poster Project*. D. Darney.

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- 800 Vol. 13:52-3 D'27. Kdg.-Pr. *Christmas Projects for Kindergarten and Primary*. D. Hansen. Christmas gifts.
- 858 Vol. 12:14 D'30. A.G. *A Christmas Project*. C. Morgan.
- 278 77-8. A.G. *Christmas Project*.
- 282 79-85. Kdg. *Christmas Project*. Party planned for parents.
- 52 78-80. Kdg. *Christmas Project*.
- 820 Vol. 35:40 D'25. Pr. *A Christmas Project in the Primary Grades*. S. Jolly.
- 702 79-85. II. *A Christmas Project*. Planning a party for orphan children.
- 240 79-83. I. *Christmas Program*.
- 810 Vol. 41:46 D'31. Int. *The Christmas Program*. A. C. Fuller.
- 154 191. VI. *A Christmas Program*.
- 808 Vol. 49:283 D'31. Pr. *A Christmas Program Unit*. E. W. Moore.
- 880 Vol. 11:100-1 D'31. Pr. *Christmas Safety*.
- 880 Vol. 11:101 D'31. Int. *Christmas Safety*.
- 820 Vol. 36:34 N'26. *A Christmas Sale Project*. M. Brown.
- 820 Vol. 37:42 D'27. *A Christmas Sand Table*.
- 808 Vol. 49:273 D'31. Pr. *The Christmas Story*. A. C. Smith. Sand table project.
- 882 Vol. 30:173-4 M'30. Pr. *Christmas Toy Shop*.
- 820 Vol. 40:31 D'30. *Christmas Tree Ornaments*. M. B. Grubb.
- 803 Vol. 7:177-86 D'30. *Christmas Unit*. E. Beam and Others.
- 882 Vol. 31:143 N'31. *Christmas Windows*. M. Myers and K. Smith.
- 170 150-5. V-VII. *Christmas with the Artists*.
- 874 Vol. 45:272 D'27. Pr. *Christmas Work in the Primary School*.
- 322 34. VI. *Cost in Relation to Christmas Dinner*.
- 724 1-7. *A Dramatization of the Bible Story of the First Christmas*. The Christmas Assembly Program and discussion of how the dramatization was worked out.
- 240 155-8. II. *Dramatization of Christmas Toy Shop*.
- 876 Vol. 33:708-9 D'25. Pr. *A Dream of Christmas*. M. A. Stillman. A play.
- 862 Vol. 24:153 D'30. Int. *Geography and "The Christmas Star"*. A. Millar.
- 800 Vol. 17:14-6 D'31. I. *Grade One Keeps Christmas*. H. Kendrick.
- 240 232-3. III. *How Christmas Is Celebrated at Home and in Other Lands*.
- 240 135. II. *How We Can Enjoy the Spirit of Christmas*.
- 808 Vol. 48:278 D'30. Pr. *How We Gave a Party*. I. M. Wilhelm. Christmas party.

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- 154 96. IV. *The Joy Makers: A Puppet Show*. Christmas entertainment.
- 808 Vol. 48:278 D'30. Pr. *Marion's Christmas Party*. E. D. Israel.
- 300 56-8. Kdg.-II. *Making a Christmas Box*.
- 60 61-4. Pr. *Making a Christmas Gift for the Children's Home*.
- 52 149-50. I. *Making of Christmas Gifts*. Children earned money with which to buy materials to make a gift.
- 258 54-5. VI. *Making Christmas Gifts*.
- 294 394. II. *Making Christmas Presents*.
- 810 Vol. 41:25 D'31. *Making Our Own Christmas Play*. V. Henrickson.
- 808 Vol. 48:282 D'30. *Merry Christmas to All*. P. M. Crooks. A play.
- 808 Vol. 47:290 D'29. *Night Before Christmas*. F. L. Mitchell. A puppet play.
- 712 1-41. A.G. *An Old English Christmas*. C. Zyve.
- 172 165-70. I. *Our Village—An After Christmas Unit*. Construction of homes, stores, etc.
- 148 42-4. VI. *Planning a Christmas Pageant*.
- 144 28-30. IV. *Planning for December*. Conversations, stories, etc., to deal with December and Christmas.
- 256 50-2. III. *Planning Gifts for Christmas*.
- 874 Vol. 46:268-9 D'28. II-III. *A Play for Christmas*. R. Rice.
- 876 Vol. 33:700-1 D'25. Int. *Poetry as a Christmas Project for Intermediate Grades*. M. Garrett.
- 803 Vol. 8:78-80 O'31. II. *Problem Solving in the Second Grade*. L. Ruth. Christmas project.
- 32 84-9. Pr. *Producing Christmas Play*. Problem in making tree decorations for outdoor tree; writing and dramatizing the play.
- 800 Vol. 17:39-40 D'31. A.G. *A Progressive Christmas Program*. A. C. Fuller.
- 874 Vol. 45:271 D'27. Pr. *A Real Christmas*. G. Scheer.
- 810 Vol. 41:28 D'31. III. *Real Christmas Joy*. K. Daniels. Planning a party.
- 874 Vol. 46:308 D'28. *A Rural Christmas Tree*. A. Todd.
- 880 Vol. 10:102-3 D'30. I-VI. *A Safe and Happy Christmas*.
- 880 Vol. 10:104-5 D'30. VIII. *Safety at Christmas*.
- 858 Vol. 13:8-9 D'31. I. *Santa Claus Castle*. R. L. Christian.
- 826 Vol. 13:161-6 D'30. *The Santa Claus Toy Shop*. L. Wahlstrom.
- 803 Vol. 6:119. II. *A Santa Claus Work Shop*. B. S. Gray.
- 808 Vol. 49:266 D'31. A.G. *Seasonal Projects—Unit IV*. E. E. Roderick. Christmas Day.
- 236 129-33. Kdg. *Singing Christmas Carols in Our Church*.

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- Activity emphasizing the spiritual aspect of the Christmas season.
- 820 Vol. 40:54 D'30. *Spirit of Christmas*. E. T. Abbott. A play.
- 882 Vol. 31:137-8 N'31. VII-VIII. *A Stained Glass Window for the Christmas Carol Assembly*. M. Wefer.
- 36 53-4. *Stories for Christmas*.
- 346 88-93. IV. *Supplying a Christmas Box for an Institution*.
- 800 Vol. 12:17-21 D'26. III-IV. *Third and Fourth Grade Arithmetic for the Christmas Season*. M. Perrill. Buying and making gifts, planning a party, etc.
- 882 Vol. 26:195-6 D'26. *Trimming the Christmas Tree*. D. Kalb.
- 300 53-5. Kdg.-II. *Trimming the Class Christmas Tree*.
- 820 Vol. 35:51 D'25. III. *A Trip to Santaland*. L. Richardson.
- 844 Vol. 48:20 F'31. I. *'Twas the Week Before Christmas at Brent*. N. Smith. Christmas project.
- 820 Vol. 40:27 D'30. *Twentieth Century Toys*. A. E. Allen. A Christmas play.
- 820 Vol. 40:34 D'30. *Two Suggestions for Christmas Handwork*. J. M. Todd and A. Van Nice.
- 876 Vol. 33:664-5 D'25. I-IV. *A Unique Christmas Tree*. M. Davidson.

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- 882 Vol. 26:333-6 F'27. *The Circus*. Louise Naber.
- 126 386-401. Kdg. *A Circus*.
- 130 310-4. Kdg. *A Circus*.
- 154 46-50. Kdg. *The Circus*.
- 722 32-5. I. *Circus*.
- 136 6-8. I. *Circus*.
- 242 46-52. I. *The Circus*.
- 172 106-11. I. *The Circus*.
- 154 115. I. *The Circus*. Brief account of unit.
- 360 95-101. I. *A Circus*.
- 354 29-31. I. *The Circus*.
- 716 1-11. Pr. *The Circus*. S. Kantrovitz and Y. Speevak.
- 366 33-5. Pr. *The Circus*.
- 330 31-5. II. *Circus*.
- 104 71-2. II. *Circus*.
- 104 76-7. II. *A Circus*. Outline of procedure and outcomes.
- 154 144-6. II. *The Circus*.
- 138 51-2. II. *The Circus*. J. Patterson.
- 328 67-71. III. *The Circus*. M. Godwin. Art activities.
- 136 106-8. III. *Circus*.
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- 882 Vol. 31:253-6 D'31. III. *A Circus Activity*. G. Woollen.
- 820 Vol. 40:58 Je'31. A.G. *Circus Activity for All the Grades*. M. Ashbrook.

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- 54 108-9. III. *Circus Animals*. Construction of miniature circus; study of animal life in jungles.
- 820 Vol. 37:57 My'28. *Circus Books*. E. Ford.
- 882 Vol. 28:621-4 Je'29. *Circus Has Come to Town*. L. H. Makins.
- 226 42-5. II. *A Circus for a Hobby Fair*.
- 44 111-6. III. *Circus Jingle Book (Project)*.
- 44 4. I. *Circus Movie*.
- 164 43-7. Kdg. *Circus or Zoo*.
- 808 Vol. 48:117 O'30. *A Circus Project*. E. Shay.
- 282 124. Kdg. *Circus Project*.
- 800 Vol. 13:43-4 Ja'28. Kdg. *A Circus Project*. Joy Phillis.
- 808 Vol. 48:790 Je'31. Pr. *A Circus Project*. R. Peterson.
- 874 Vol. 44:795 Je'27. Pr. *The Circus Project*. M. Sharpe.
- 14 Vol. 4:58-70. II. *The Circus Project*. Art activities emphasized.
- 882 Vol. 31:120-2 O'31. IV. *A Circus Project in Fourth Grade Art*. J. Lathrop.
- 356 321. IV. *Collect Animals for a Circus*. Where various animals live and why.
- 820 Vol. 38:45 Je'29. I. *A First Grade Circus Project*. R. Stimson.
- 882 Vol. 29:506 Ap'30. IV. *Fourth Grade Circus*. C. B. Rarey.
- 254 81. I-II. *Going to the Circus*.
- 874 Vol. 45:788 Je'28. Pr. *The Greatest Show on Earth*. E. E. Preston. Circus project.
- 856 Vol. 6:181 Ja'30. I. *Harnessing Interest in the Circus-Built Activity*. O. Sheppard.
- 138 133. II. *John Robinson's Circus*. H. Hobbs.
- 820 Vol. 37:57 My'28. Kdg. *A Kindergarten Children's Circus*. A. Movius.
- 218 95-9. I. *Making a Circus*.
- 136 4-6. I. *Making a Circus*.
- 808 Vol. 48:818 Je'31. *Miniature Circus*. E. Brackin.
- 803 Vol. 6:117. Kdg. *Our Circus*. M. M. Riddle.
- 800 Vol. 15:40 Je'30. Pr. *Our Circus*. M. Long.
- 134 30-1. III. *Our Circus*. Presenting "life size" circus.
- 338 43-59. IV. *Our Circus Parade*.
- 820 Vol. 37:55 Je'28. *Our School Circus*. E. Boundy.
- 300 27-9. Kdg.-II. *A Play Circus*.
- 800 Vol. 16:17-8 My'31. Kdg.-II. *A Play Circus*. F. Hunter.
- 876 Vol. 33:392-5 Je'25. II. *Reading, Writing and Arithmetic Through a Circus*. E. L. Schrader.
- 856 Vol. 5:267 Mr'29. A.G. *A School Circus*. P. Huff.
- 856 Vol. 6:92 N'29. I. *A Tom Thumb Circus*.

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- 804 Vol. 5:352-3 Ap'26. A.G. *An All-Year Project in School Citizenship*. F. Horgan.
- 874 Vol. 44:813 Je'27. *Between Recitation Activities*. T. Morse. Good citizenship.
- 278 72-4. A.G. *Boy's Night*. Citizenship project.
- 820 Vol. 35:56 Je'26. VIII. *Carrying American Ideals from School to Home*. J. P. Shaw. Graduation activity in the form of a mock naturalization ceremony.
- 20 216-9. *Citizenship*. Dramatization, "The Making of Americans."
- 44 19-27. I. *Citizenship*. Includes study of policeman, fireman, postman, garbage collector, street cleaner; the citizens' responsibilities; a play.
- 170 381-5. Pr. *Citizenship*. Play for assembly program.
- 256 169-71. IV. *Citizenship*. Includes serving the school, co-operation with school nurse and doctor, serving the country; care of flag, world peace, and helping the post office, and appreciating the home.
- 294 264-5. V. *Citizenship*. Conservation of resources; study of the interdependence of nations.
- 170 384-93. V-VII. *Citizenship*. Assembly activity.
- 154 160-5. VI. *Citizenship*.
- 142 1-2. V. *Citizenship and Service*. Unit in literature, reading and expression.
- 160 27. VII. *Citizenship and Service*. Literature project.
- 820 Vol. 38:24 D'28. A.G. *Citizenship Projects and Their Outcomes*. L. Merrill.
- 874 Vol. 45:30 S'27. *Citizenship—A Project for a Civics Class*. M. Walter.
- 856 Vol. 6:16 S'29. *A Citizenship Study of Flags in Valley Springs Schools*. R. Allison.
- 888 Vol. 26:57 Ja'30. VI-VIII. *Citizenship Through Activity*. D. Lucas.
- 278 63-4. V. *Citizenship Through Class Organization*.
- 850 Vol. 19:379-82 My'31. *Citizenship Training Activities in the Chicago Schools*. E. V. Tubbs.
- 820 Vol. 37:59 Ja'28. *Civics and School Discipline*. E. M. Cross.
- 876 Vol. 34:432 Je'26. VII. *A Civics Problem*. D. Almy. Naturalization.
- 872 Vol. 43:432 Je'26. VII. *A Civics Problem for a Junior High School Seventh Grade*. D. Almy. Naturalization.
- 278 172-8. A.G. *An Elementary School Election*. Citizenship project.
- 820 Vol. 39:27 Je'30. *Experiment in Civics*. G. McGrath.

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30 74. IV. *Good Citizenship Club.*
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256 63-4. IV. *Making Rules for the School.*
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876 Vol. 33:404-6 Je'25. VI. *Practical Citizenship.* A. Crouse.
804 Vol. 6:22-4 S'26. Int. *A Project in Civics.* F. Jelinek. School government.
364 81-5. Pr. *The School.* Suggested activities leading to development of better citizenship.
278 65-7. *School Housekeeping.* Citizenship.
364 86-7. Pr. *The State, the Nation, the World.* Citizenship emphasized.
832 Vol. 4:60 N'30. *The Student Council.*
888 Vol. 26:36-7 D'30. *Students Make Our Own Citizenship Program at John Muir Junior High School.* M. Freyburger.
342 68-72. Kdg. *To Develop an Awareness of the True Meaning of Patriotism in Terms of Brotherhood and Service.*
278 68-71. IV. *Town Project.* Citizenship project.
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- 48 Vol. 11:196-7. A.G. *Civil War in the United States.*
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- 258 30-2. V-VI. *Appearance of School Rooms.* Room decorations.
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- 390 33-4. Kdg.-I. *Clay.* Suggested activities.
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820 Vol. 40:45 D'30. *Clay and Its Uses.*
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- 220 62-5. IV. *Activities Around Clothing and Shelter—The School Home.*
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294 226. III. *Clothing.* Cotton, wool, linen, silk, leather, furs, rubber, under a study of industrial processes.
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28 83-8. III. *Clothing.* A study of textiles.

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- 162 36-43. IV. *Clothing*. Wool, silk, cotton, linen, etc.
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- 66 204-19. V. *Clothing*. Its evolution from primitive to modern.
- 38 154-61. V. *Clothing*. Clothing is made from different materials—silks, woolen cloths, linen, and leather.
- 66 284-97. VI. *Clothing*. The clothing of the Modern World.
- 108 84-7. VI. *Clothing*. Kinds worn during the Middle Ages.
- 188 72-94. A.G. *Clothing Design*. "A study of materials and design related to clothing selection for beauty, utility, appropriateness to use, considering comfort, economy, and health values."
- 240 33-7. I. *Clothing Experiences*.
- 158 43-6. VIII. *The Clothing Industry of Cleveland*.
- 224 8-9. I. *The Clothing of the Family*.
- 874 Vol. 45:550 Mr'28. A "Clothing" Project. M. H. Platt.
- 226 39-41. II. *Clothing: Wool*.
- 14 Vol. 7:226-8. Int. *A Comparative Study of the Four Fibers and the Fabrics Made From Them*.
- 152 101-2. IV. *Comparing Costs of Ready-Made and Home-Made Clothes*.
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- 4 348-9. I-VI. *Design as Applied to Clothing*. Appreciation of good design in clothing.
- 700 76-9. II. *Dressing for the Job*. Observing people clothed for various occupations.
- 252 322-3. VI. *Enterprises Which Will Contribute to a Better Understanding of How Man Supplies Himself with Clothing*.
- 876 Vol. 33:602-6 My'25. IV-V. *The Evolution of Clothing*. H. Voight.
- 710 1-8. *Homemade Clothing*. F. Gilreath.
- 182 60. IV. *How Articles of Clothing Are Manufactured*.
- 242 74-9. II. *How the Rest of the World Helps to Furnish Our Needs*. Cotton clothing.
- 182 60. IV. *How We Get Materials for Clothing from Animals*.
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- 14 Vol. 7:236-42. Int. *Making Garments*.
- 50 270. *Making Over Old Garments*. A mechanical construction problem on how to make something.
- 324 31-45. V. *Men's Furnishings*. Doing simple tailoring; shoe-repairing, wooden shoe-making, simple working hats.
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- 334 99-101. Kdg. *Millinery Project*.

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66 13-4. I. *Sources of Clothing Supply.* Tests for distinguishing differences in fibres.
820 Vol. 34:54 Ja'25. Pr. *A Study of Clothing.* R. Angelo.
356 181-3. III. *Study of Clothing.*
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106 64-6. III. *Where Do Our Clothes Come From and What People Work Together to Furnish Us With Them?*
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62 339-55. II. *Where Our Clothes Come From.*
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106 66. III. *Why Do Peoples of the World Dress So Differently?* Comparison, by pictures and reading, of clothes of all peoples.

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- 726 1-4. V. *Anthracite Mining.* V. Lyles.
100 475. IV. *Coal.*
18 251. *Coal Industry.* Exhibit of coal products and illustrations of the coal mine.
878 Vol. 6:258-9 S-O-N'29. IV. *Coal Mining.* R. Thomas.
180 31-4. V. *Coal Mining.* Has the United States enough coal to supply the needs of the people?
704 1-40. *Fundamentals of Our Coal Problem.* Digest of government findings and additional data needed to understand problem.
704 1-24. *Fundamentals of Smoke Nuisance.*
820 Vol. 34:46-7 Ja'25. Int. *A Problem-Project: Study of Coal-Tar Products.* B. McFarland.
700 132-5. V. *The Teacher Capitalizes a Nuisance.* A study of coal.
322 77-8. IV. *A Unit in Coal Mining.*
12 110. I. *Visiting Coal Cellar.* Study of minerals.

COLONIAL LIFE

- 820 Vol. 35:68 F'26. *A Colonial Fair.*
808 Vol. 49:460 F'32. A.G. *A Colonial Festival.* A. Pontey.
810 Vol. 41:61 N'31. VII. *A Colonial Kitchen.* A. J. Douglass.
710 1-17. *Colonial Life.* L. McMeen.

COLONIAL LIFE (cont'd)

- 294 413-6. III. *Colonial Life*. A study under French domination and Spanish domination.
- 138 134-6. III. *Colonial Life*. J. Knight.
- 462 359-65. III-IV. *Colonial Life*.
- 166 24-35. IV. *Colonial Life*.
- 386 32-40. IV. *Colonial Life*. General study.
- 180 77-105. IV. *Colonial Life*. How did the colonists under primitive conditions meet their physical and social needs?
- 376 69-90. IV. *Colonial Life*.
- 274 27. V. *Colonial Life*.
- 268 43-4. V. *Colonial Life*. Health unit.
- 306 19-27. V. *Colonial Life*.
- 156 226-39. VII. *Colonial Life*.
- 808 Vol. 49:193 N'31. A.G. *Colonial Life in the Schoolroom*. C. De Kever. Project for sandtable.
- 362 33-4. V. *Colonial Period*.
- 398 21-3. VI-VIII. *Colonial Period*.
- 168 87-92. VIII. *Democracy in the Early Colonies*.
- 800 Vol. 17:5-6 O'31. II. *Early America in Today's Schoolroom*. E. O. Smith.
- 4 279-80. II. *Early American Settlers*. Conditions of life, the resources of these people, and the ways in which they aided each other.
- 288 1-102. V. *The Early Home Seekers of America and How They Lived: Life in the Colonies*.
- 156 209-26. VII. *The English Colonies and the Appalachian Barrier*.
- 804 Vol. 5:236-41 F'26. V. *An Experiment in Enriched Curriculum*. B. Loudon. Colonial project.
- 138 62-3. V. *The First Americans*. S. Foster. The first Euro-Americans and their progress up to present day.
- 882 Vol. 31:183 N'31. *The Furnishings of an Early Colonial New England Kitchen*. E. Mock and R. Merry.
- 252 197-8. V. *A Guide to Teachers Planning a Unit of Work on American Colonial Life*.
- 878 Vol. 8:508-14 O'31. *Household Science of Colonial Days*. Science project with ten and eleven year olds.
- 182 88. IV. *How the Colonists Lived in New England*.
- 182 91. V. *How the Colonists Lived in the South*.
- 224 18-44. V. *How the Early People of America Lived*.
- 48 Vol. 11:177-9. A.G. *Life in Colonial America*.
- 14 Vol. 8:561-6. V. *Life in the Colonies on the Eve of the Revolution*.
- 186 23-6. IV. *Life in the Early Settlements: Clay Formation, Preparation, and the Brick Industry*. Art and industrial art activities.
- 362 99-100. VI. *Life in the New World*.

COLONIAL LIFE (cont'd)

- 386 40-8. IV. *Middle Colonies*. Colonial life in New York, New Jersey, Delaware, and Pennsylvania.
386 1-32. IV. *New England Colonies*.
810 Vol. 41:72 N°31. VI. *A Project in Colonial History*. G. Hornbeck. Making booklets.
252 482-9. V. *Record of a Study of Colonial Home Life*. E. C. Wenzlaff.
710 1-14. *Southern Colonial Life*. M. Outlaw.
354 76. IV. *Study of Colonial Homes*.
138 112-4. V. *A Study of Colonial Homes*. M. Matthews.
266 34-43. V. *Unit on Colonial Life*. Art unit.

COLONIZATION OF AMERICA

- 294 423-7. IV-V. *Colonization*. Early colonization in America.
48 Vol. 11:179-85. A.G. *Colonization and Settlement of the New World*.
114 185-96. V. *Colonization of America*.
168 11-7. VII. *The Colonization of the English*.
114 197-200. V. *Control of America by the English*.
138 38. V. *Early Colonization*. M. Hucks.
340 21-38. VII. *European Civilizations in America Modified by New World Conditions*. Characteristics developed as a result of the manner of living and the struggle between America and England.
168 17-20. VII. *France in America*.
228 125-6. VI. *How America Appeared in 1492*.
106 239. VI. *How Did the European People Become Rivals for the Possession of the New World?* Activities of the European countries in America.
362 94-6. VI. *How the Spaniards Won a Great Empire in America*.
340 15-21. VII. *Our European Ancestors and How They Found America*.
48 Vol. 11:185-7. A.G. *Struggle of the French and English for Control of the Continent*.
168 9-11. VII. *The Work of the Spanish*.

COMMERCE

- 288 1-17. IV. *The Beginnings of Commerce by the Phoenicians and Arabians*.
156 28-94. VII. *Cleveland: a Great Crossroad of Trade*.
354 59-60. III. *Commerce*.
348 7-8. IV. *Commercial Life in St. Paul*.
396 310-27. VIII. *Development of Commerce—Domestic and Foreign*.
362 47-8. V. *Period of National Expansion and Commercial Growth*.

COMMERCE (cont'd)

- 294 227. III. *Trade of People.*
824 Vol. 7:156-8 Ap'29. VI. *Trade Relations.* L. Mehring.

COMMUNICATION

- 220 134-8. VI. *Activities Around Communication.*
102 1-62. VI. *Binding the Nation Together Through the Development of Means of Communication.* Detailed study including information and references.
388 55. Kdg. *Communication.*
716 1-3. Kdg-I. *Communication.* Telegraph, wireless telegraphy and cable.
232 87. I-II. *Communication.* Need to communicate through writing.
354 79-80. IV. *Communication.* Comparison and contrast between communication and primitive methods.
180 282-9. VI. *Communication.*
376 243-8. VI. *Communication.*
398 45-8. VI-VIII. *Communication.*
228 45-8. II. *Communication and Transportation.*
288 1-64. II. *How People Communicate and How People Travel and Carry Goods from Place to Place.*
240 118-23. II. *How We Communicate.*
182 78. IV. *How We Transmitted Messages.*
876 Vol. 33:42-4 Ja'25. III-IV. "*Line's Busy!*" C. L. Granger. Toy telephone and oral language.
48 Vol. 11:244-6. VI-VIII. *Means of Communication.*
396 145-50. VII. *Means of Communication.*
828 Vol. 4:8-10 N'30. VI. *Opportunities for Correlation in a Sixth Grade Study of Modern Communication.* M. Kay.
154 191. VI. *Study of the Telephone.* Brief account of the unit.
716 1-7. Pr. *Telephone.*
54 244-5. V. *Telephone.* Introducing the construction of principles underlying a telephone to children who have never used it.
14 Vol. 8:295-6. VI. *Telephone.*
808 Vol. 47:123 O'29. VII-VIII. *Telephone.* G. Williamson.
330 135-44. VI. *Telephones.*
288 1-53. VII. *Unification of People Through Communication.* Detailed unit including suggested approaches; informational materials; outline of subject matter; possible teaching unit captions, as message sending before the harnessing of electricity; suggestions for evaluating the unit; bibliography.
132 15. I. *Using Telephone.* Use telephone to secure assistance if lost.
30 178-84. *The Western Union Telegraph.* Early ways of signalling and their advance to modern telegraphic methods.

COMMUNITY

- 218 100-1. I. *Activities Based on Community Occupations.* Airplanes, ships, and trucks.
- 820 Vol. 35:48 S'26. Pr. *An All-Year Primary Project.* J. L. Gowdy. Centers around the home, market, garden, and farm.
- 174 134-7. II. *The Baker.*
- 202 25-7. II. *The Baker.*
- 246 12-9. Kdg. *Bakery.*
- 824 Vol. 7:206-8 Je'29. IV. *Baltimore—A Unit of Work.* C. Mezger.
- 246 157-67. I. *The Bank.* Purpose of banks; bank procedures; protection; employees and their duties; arrangement of banks; idea of thrift, etc.
- 244 25. I. *The Bank.* Suggestions for fine and practical arts activities.
- 258 232. V-VI. *Bank.* Visit by committee who reported on bank operations.
- 136 66-8. I. *The Biddleville Community.*
- 16 188-92. *Building a Bank.*
- 64 48-9. I-II. *Building a Church for the Community.*
- 58 57-9. I-II. *Building a City.*
- 154 120-4. II. *Building a City.*
- 218 134-6. II. *Building the Community.*
- 388 50-1. Kdg. *Building a Community Outdoors.*
- 56 92-4. *Building Factories.*
- 18 228-36. Kdg. *The Building of a Community.*
- 138 46-7. I. *Building of Elizabeth Community.* F. Jackson.
- 16 116-21. I. *Building of Main Street on Sand Table.*
- 356 91-4. II. *Building a Play City.*
- 64 49-50. I-II. *Building a School Building.*
- 48 Vol. 11:225-9. VI-VIII. *Buildings.*
- 12 115. I. *Carpenter Shop.* Pupils observe the carpenter at work.
- 224 9-10. I. *Celebrations of the Family and Community.*
- 372 71-88. II. *The Children's Own Community.* Study of parks, playgrounds, etc.
- 820 Vol. 34:58 S'25. V. *Children's Town—A Correlated Project.* E. Leuser. Project in self-government and building a miniature town.
- 372 89-104. II. *The Child's Own Community.* Stresses health facilities of the community.
- 372 104-9. II. *The Child's Own Community.* General study of community helpers.
- 162 15-6. II. *The City.*
- 250 115-7. II. *The City.*
- 104 68-71. II. *The City.* Excursions; discussions; dramatizations bring various aspects of the city before the pupils.
- 278 98-100. Pr. *City and Country—Necessary Neighbors.*

COMMUNITY (cont'd)

- 882 Vol. 27:38-41 S'27. *The City of Norfolk as a Grammar School Project.* D. L. Porter.
- 846 Vol. 23:16 O'30. *City Planning in Geography of Public Schools.* F. Dorris.
- 154 86-90. I. *A City Street.*
- 348 5-7 IV. *Civic and Social Aspects of St. Paul.*
- 60 53-5. Pr. *A Civic Project.*
- 808 Vol. 47:795 Je'30. *Clean City Club.* M. Kidd. Practical lesson in civics.
- 138 94-6. I. *A Community.* M. Thompson.
- 120 17. I. *The Community.* Safety-education unit.
- 392 178-9. I-II. *The Community.* Study of food and clothing.
- 364 85-6. Pr. *The Community.* Suggested activities for promoting better citizenship.
- 4 275-7. II. *Community.* Finding out about the town or city government.
- 292 233-9. II. *The Community.*
- 120 19-20. II. *The Community.* Safety-education implications.
- 803 Vol. 1:341-5 Mr'25. Kdg. *Community Activity.* A. Betz.
- 392 181-6. III. *Community Activities Related to the Home.* Suggested units on food, clothing, shelter, etc.
- 820 Vol. 37:59 Ap'28. Int. *Community Civics.* L. S. Mills.
- 388 51-2. Kdg. *Community Helpers.*
- 240 44-53. I. *Community Helpers.* Phases of transportation and communication.
- 354 14-5. I. *Community Interest.* Care of property, behavior, coöperation, etc.
- 352 12-3. Kdg. *Community Interests.* Includes activities growing out of needs in family.
- 390 15-6. Kdg.-I. *Community Interests.*
- 354 38-9. II. *Community Interests.*
- 198 22-4. Kdg. *Community Life.*
- 126 357-9. Kdg. *Community Life.* Construction of wigwam, cabin, store, post office in general study of community life.
- 192 31-43. Kdg. *Community Life.*
- 388 42-4. Kdg. *Community Life.*
- 714 17-30. I. *Community Life.*
- 34 74-89. I. *Community Life.* General study.
- 344 62-9. I. *Community Life.*
- 344 88-94. II. *Community Life.*
- 250 40-1. II. *Community Life.*
- 130 176-84. II. *Community Life.* General study and construction work.
- 250 110-4. II. *Community Life.*
- 230 207-8. II. *Community Life.* Stores, utilities, and phases of community life.
- 200 155-9. II. *Community Life.*

COMMUNITY (cont'd)

- 376 15-21. II. *Community Life*. Study of community life in relation to school.
- 104 50-1. II. *Community Life*.
- 100 421. II. *Community Life*.
- 180 39-44. II. *Community Life*.
- 180 31-9. II. *Community Life*.
- 344 104-27. III. *Community Life*.
- 142 1-2. V. *Community Life*. Unit in reading, literature and expression.
- 718 1-5. II. *Community Life and Workers*. R. Koehler, F. Bahm, and H. Grubbs.
- 164 75-8. II. *Community Life: The City—Relation to Farm or Food Supply*.
- 52 86-106. Kdg. *Community Life Project*.
- 800 Vol. 13:17-21 Ap'28. Kdg. *Community Life Projects*. R. Heller and E. Cullen.
- 220 91-3. Int. *Community Outside the School*.
- 820 Vol. 36:64 O'27. Int. *Community Posters*. E. Cross. Local geography project.
- 803 Vol. 5:405-14 Ap'29. I. *Community Project*. E. M. Weingart.
- 340 61-70. VII. *Community Relations*. How New York State has developed under its present plan of government and evidences of co-operation and interdependence.
- 164 37-9. Kdg. *Community: School and Immediate Neighborhood*.
- 256 153-4. III-IV. *Community Spirit*.
- 298 27. II. *A Community Study*.
- 130 169-76. Kdg. *Developing a City*.
- 340 49-61. VII. *The Development of a Community*. Study of community life and conditions which brought about the founding and development of the Rochester community.
- 56 79-83. *Discussions*. Centered about play city, food, shelter, etc.
- 803 Vol. 1:372-7 Ap'25. Pr. *Dramatic Play Growing Out of a Community Project*. N. Storms.
- 294 211. I. *Excursions*. Bakery, sash and door factory, markets, etc.
- 803 Vol. 4:74-81. Pr. *Excursions in the Primary Grades*. M. Miller. The library, Natural History Museum and flower shops.
- 320 9-12. I. *First Grade Pupils Make Miniature Village*.
- 174 106-13. II. *The Grocer*.
- 224 10-1. I. *Helpers of the Family and Community*.
- 244 15-22. Kdg. *The Home and Closely Related Community Life*. General social studies theme for fine and practical arts activities suggested.

COMMUNITY (cont'd)

- 208 1-5. I. *Home and Community Life.*
- 196 61-79. III. *Home and School Community.*
- 244 26-7. I. *The Hotel.* Suggestions for fine and practical arts activities.
- 246 197-208. I. *The Hotel.* Function of hotels; duties of the various employees; construction and equipment of hotels; constructing miniature hotel building.
- 876 Vol. 33:536-8 O'25. *A House for the Toy Village.* A. Engen. Part of a schoolroom arithmetic project.
- 288 1-13. I. *How the Community Helps the Family Get Food, Shelter, and Clothing.*
- 102 1-16. I. *How the Community Helps the Family Get Food, Shelter, and Clothing.*
- 288 1-11. I. *How the Community Helps the Family Play.*
- 288 1-8. I. *How the Community Helps the Family Send and Receive Messages.*
- 288 1-15. I. *How the Community Helps the Family Travel.*
- 288 1-8. I. *How the Community Protects the Family.*
- 388 45-9. Kdg. *How Other Needs of the Community are Supplied.*
- 100 422-4. II. *How the Problems and Conditions of Our Community are Different from Those of Primitive Communities.*
- 256 148. IV. *Ice Plant Visit.*
- 888 Vol. 25:38-9 Je'29. V. *The Ideal City: A Successful Project.* H. L. Clement.
- 64 70-1. I-II. *Imitative Play in the Community.* Cobbler, teacher, fruit man, etc.
- 186 7-11. I. *Immediate Community Life.* Art project.
- 803 Vol. 6:173-80 D'29. Kdg. *Kangaroo Ship.* M. A. Walker. A community life activity.
- 242 36-45. I. *Keeping Our City Safe.* Fireman, policeman, and garbage man.
- 814 Vol. 42:77 Ja-F'30. *Kindergarten Activities During January.* J. Merrill. Stressing "Life in the Community."
- 14 Vol. 2:54-5. Kdg. *A Kindergarten Activity Which Enriches Experience.* Description of a trip to the florist shop.
- 322 57-60. Kdg. *The Kindergarten Builds a Bank and a Store.*
- 800 Vol. 13:43-4 Mr'28. Kdg.-Pr. *A Kindergarten-Primary Project.* N. Griffin. Building a community.
- 64 50-1. I-II. *Laying a City Street.*
- 132 15. I. *Laying Out Street Plans.*
- 146 33-4. V. *Life in the City.* Making a geography notebook for a particular city, Cincinnati.
- 218 59-62. I. *Living in the Home and Immediate Environment.*
- 132 18. I. *Make Buildings for City Streets.*
- 58 47. Kdg.-II. *Making a Bakery and Fire House.*
- 298 7. II. *Making a City.*

COMMUNITY (cont'd)

- 56 152-3. *Making Curtains for Theater in Play City.*
- 124 45. I. *Making a Little City.* Practical use of number.
- 706 3-27. II. *Making a Play City.*
- 360 91-5. III. *Making a Play Laundry.*
- 820 Vol.35:64 Je'26. VIII. *Motivating Civics.* Study of "The City Beautiful."
- 20 235-8. *My-City Project.* Make map of the city, and stress civic problems—such as lighting, sanitation, traffic, public buildings, and housing.
- 20 192-4. *The Neighborhood.* A social science activity to develop a knowledge of the community, and regard for civilization.
- 254 154. I. *The Neighborhood.* Visiting parks. Building neighborhood with blocks.
- 254 62-3. I. *The Neighborhood.*
- 803 Vol.2:336-42. II. *Neighborhood Studies in the Second Grade.* H. Reynolds.
- 800 Vol.12:46-7 O'26. Kdg. *A New Exhibit Idea.* S. Potts and D. Egan. City project.
- 302 28-9. III. *Oakland's Homes.*
- 302 32-4. III. *Oakland's Recreational Opportunities.*
- 218 146-9. II. *Other Community Helpers.*
- 803 Vol.6:120. III. *Our City.* R. McLaughlin.
- 290 143-5. IV. *Our City, Muskogee.* Suggested activities for enriching the teaching of arithmetic.
- 302 34-6. III. *Our City's Neighbors—Who They Are.*
- 872 Vol.43:254 Ja'26. A.G. *Our Community.* O. Ryan.
- 130 194-6. Pr. *Our Community.*
- 136 38-40. III. *Our Community.*
- 392 190-8. IV. *Our Community.*
- 834 Vol.10:69-71 D'30. II. *Our Community Project.* A. Breitkopf.
- 288 1-53. II. *Our Community Workers.* Detailed study of various occupations in public and private service.
- 136 88-90. I. *Our Little Charlotte.*
- 836 Vol.7:11-3 Mr'31. *Our Neighborhood.* E. Weeks.
- 154 115. I. *Our Neighborhood.*
- 46 92-4. II. *Our Neighborhood.*
- 800 Vol.14:17-8 Je'29. *Pageantry and the Country School.* Joy Higgins. "The Story of Our Town."
- 820 Vol.36:56 S'27. III-IV. *A Parade Activity.* R. Lindsay. Local community study.
- 14 Vol.3:14-6. I. *Plans for Building a City.* Emphasizing language development.
- 56 89. *The Play City.*
- 56 141-6. *The Play City.* Children build play houses, drug stores, post-office, hotel, and theater.

COMMUNITY (cont'd)

- 336 79-88. II. *A Play City*.
- 62 317-21. Pr. *The Play Town or City*.
- 68 98-134. III. *Playing City*.
- 820 Vol. 34:42 F'25. V-VIII. *A Project in Business*. W. Stratton. Local business problems.
- 820 Vol. 36:68 S'27. Int. *A Project in Home Geography*. A. Earley. Visit to local freight station.
- 800 Vol. 13:18-9 Je'28. III. *The Project Method in the Country School*. H. Parrott. Construction of a model town.
- 294 113. VI. *Public Institutions of the City*.
- 712 1-13. VIII. *Pupils' History of Their Community*. M. Shafto.
- 50 74-5. I. *Reading*. Reading introduced through a study of home and community life.
- 226 29-31. I. *Regard for Civic Helpers*.
- 712 1-11. II. *A Second Grade Play City*. V. Eldridge.
- 890 Vol. 12:24-7 Ja'31. II. *Second Grade Town*. E. Jones.
- 878 Vol. 5:224-8 Jl-Au-S'28. I. *Six-Year-Olds Explore in New York City*. J. Stanton.
- 188 190-306. A.G. *Social and Civic Relationships*. "A study of service related to school, community, civic and social interests in observation of special occasions, and special civic activities."
- 40 295-302. V-VIII. *Social-Industrial Activities*.
- 254 65. II. *Social Institutions of Our Neighborhood and City*.
- 800 Vol. 16:3-7 Mr'31. Kdg.-Pr. *Social Studies in the Kindergarten and Primary Grades*. J. Hahn. Report of building a street car and studying the policeman.
- 254 65. II. *Sources of Things About Us*.
- 810 Vol. 41:46 N'31. III. *The Story of Our City*. E. Funk.
- 246 87-95. Kdg. *Street*.
- 800 Vol. 16:36 S'30. Kdg. *A Street Project*. B. Weiffenbach.
- 360 71-5. I. *Street-Workers, Parks, and Playgrounds*.
- 34 89-93. II. *Study of City Life*.
- 14 Vol. 4:445-62. Pr. *The Study of Community Life*.
- 374 148-9. II. *A Study of Community Life*.
- 356 83-90. II. *A Study of Community Life*.
- 834 Vol. 10:194 Je'31. II. *Study of Community Life*. E. Jelinek.
- 834 Vol. 9:70-1 D'29. VII. *A Study of "Our City"*. M. Mer-shon.
- 812 Vol. 27:157-61 Ap'28. VII. *A Study of South Bend as an Industrial Center*. A. Bundy.
- 256 278. III-IV. *Taking Excursions*. To the Mission Play, Chamber of Commerce, etc.
- 346 68-73. III. *Taking a Field Trip to the Bakery*. Learning about community helpers.

COMMUNITY (cont'd)

- 800 Vol. 14:5-10 S'28. Int. *Teaching the Town Child Geography*. A. Foley and J. Roberts. Gary as a city, its transportation, its steel, etc.
- 294 99-100. III. *Those Who Labor for the Common Good*. Patriotism as a result of stories showing coöperation and work of tradesmen, physicians, firemen, policemen, etc.
- 342 64-8. Kdg. *To Develop an Awareness of the Contributions and Hardships of Those Who Serve the Community*.
- 228 33-5. I. *The Town or City Community and Its Workers*.
- 56 172. *Trip to the Flour Mill*.
- 56 101-4. *Trip to the Woolworth Tower*. Children's account of the trip.
- 56 83. *Trips*. Gansevoort Market, Twelfth Street docks, Museum of Natural History, etc.
- 700 38-43. I. *Two City Blocks*.
- 200 179-81. III. *Under What Conditions Was Fort Worth Established, and How Are the Fundamental Needs of the City Supplied?*
- 824 Vol. 6:140-1 Mr'28. VI. *Unit of Work—Baltimore*. J. Winand.
- 100 397-405. II. *A Unit on Our Town*.
- 174 138-40. II. *Unit on the Plumber*.
- 824 Vol. 6:127-9 Mr'28. I-VI. *Unit Studies at the Montebello School*. Projects on community life, Indian life, boats, foods, land transportation, and history of records in the suburbs of Baltimore.
- 810 Vol. 40:24 S'31. I. *A Village Project*. M. E. Hawk.
- 354 78. IV. *Visiting a Bakery*.

CONSTRUCTION

- 882 Vol. 26:572 My'27. *Aladdin Lamps from Pickle Jars*. E. Metcalf.
- 162 125-8. VI. *Armour and Weapons*.
- 136 96-8. II. *Bed*. Constructing a bed.
- 162 111-3. VI. *A Book Rack*.
- 162 113-5. VI. *A Bread Board*.
- 274 14. V. *Building a Cotton Gin, Oil Well or Southern Mansion*.
- 12 34. I. *Building With Wood*. Making simple furniture; things that "go"; and useful articles.
- 324 45-7. V. *Carving*. From bamboo and wood.
- 162 123-5. VI. *A Clothesline Winder*.
- 124 43-4. Kdg. *Construction Activities*. Children make toy stoves, trains, games, etc., as an occasion for simple number work.
- 26 45-131. "*Constructive Activities*." How to use in construction work a great variety of materials.

CONSTRUCTION (cont'd)

- 218 31-2. Pr. *Constructive Activity*. Suggestions of things to make of clay, blocks, wood.
- 334 61-70. I. *A Dog House*.
- 162 105-6. V. *Elephant Match Holder*.
- 162 47-8. V. *Filing and Sanding*.
- 282 123. Kdg. *Gifts for Mother*.
- 882 Vol. 30:107-8 O'30. *Gingham Dog and the Calico Cat*. H. Clarkson.
- 874 Vol. 44:450-2 F'27. *Graded Problems in Woodwork*. C. Foster. Chairs, table, and merry-go-round.
- 882 Vol. 29:384 F'30. VII. *Handicrafts for Seventh Grade Boys Where Funds Are Meager*. M. Enderle.
- 118 17. I. *Handwork*. Written directions for content in silent reading.
- 882 Vol. 30:339-40 F'31. *How to Construct a Drawing Board*. D. Batterbury.
- 882 Vol. 30:148-9 M'30. *How to Make Cellotex Table Mats*. H. Roberts.
- 882 Vol. 30:24-8 S'30. Int. *How to Make Jewelry from Envelope Linings*. M. Bartle.
- 882 Vol. 30:162-3 N'30. *How to Make Paper Belts*. M. E. Fenner.
- 882 Vol. 30:354-5 F'31. *How to Make Wooden Shoes for the School Pageant*. A. A. Neff.
- 62 374 Pr. *How Things Are Made*.
- 882 Vol. 26:365-6 F'27. VI. *How We Built a Grand Canyon*. M. Firth.
- 162 120-3. VI. *An Ink Stand*.
- 126 315-7. Kdg. *The Kindergarten Campanile*.
- 130 486-7. Kdg. *Making Animals of Wood*.
- 152 34. Kdg. *Making a Bandstand*. Emphasizes number experiences.
- 130 484. Kdg. *Making a Block Box*. For storage of play blocks.
- 820 Vol. 34:43 O'25. *Making a Cabinet for Lunch Boxes*. R. Hard.
- 152 89-90. IV. *Making Checker Boards and Checkers*.
- 352 24-5. Kdg. *Making Lockers*.
- 710 1-3. *Making a Pewter Plate*. R. Baker.
- 152 90. IV. *Making Sewing Boxes*. Brief suggestions for arithmetic experiences.
- 136 20-2. IV. *Making Willow Flower Stands*.
- 282 119. Kdg. *Marbles Made by Kindergarten*.
- 132 47. IV. *Model Match-container*. Designing safe match-container.
- 322 36-7. II. *Number Work in Making Chair Covers*.
- 390 31-2. Kdg.-I. *Paper*. Suggested activities.

CONSTRUCTION (cont'd)

- 294 144. A.G. *Paper Construction*.
12 44-5. I. *Paper Work*. Making flowers, ornaments, scrap-books, scenes, etc.
162 110-1. VI. *A Plant Stand*.
814 Vol. 40:135-6 My-Je'28. *Possible Projects for Handwork*.
858 Vol.9:9 N'27. Pr. *Projects in Construction Work*. K. Long. Projects in home furnishings, Cliffdwellers, and desert life.
882 Vol. 26:189-90 N'26. *The School Children Build a Palace*. A. Marland. Taj Mahal.
872 Vol. 42:317 F'25. *A School Project—A Drawing Model Stand*. C. E. Kent.
324 13-31. V. *Simple Household Articles*. Basketry; articles made from coconut materials; wire craft and pottery.
162 48-9. V. *Staining and Painting*.
820 Vol. 34:35 O'25. *Thin Wood Projects*. F. I. Solar.
12 27. I. *Tiles*. Laying tiles.
162 106-7. V. *Toy Acrobat*.
162 107-10. V. *Toy Balancing Barrister*.
162 103-5. V. *Toy Parrot*.
236 27-31. Kdg. *The Use of Wood*.
26 62-5. *Using Boxes*. How a variety of boxes, wood, tin, paper, may be used in construction work.
368 38-42. Kdg. *Using Manipulative Materials—Blocks, Beads, Pegs, Clay*.
162 118-20. VI. *A Windmill*.
390 30-1. Kdg.-I. *Wood*. Suggested activities.
232 93-4. Kdg.-II. *Wood*. Materials, tools, methods to be considered. Making of boats, autos, trucks, airplanes, wagons, sleds, book-ends, etc.
22 94-5. Pr. *Woodwork*.
282 74-5. Kdg. *Woodwork Project*.
382 20-32. Kdg. *Work Period*. Stenographic report of work period, clearing up, and discussion period.
368 34-8. Kdg. *Work Period Activities*. Weaving, sewing, using paper, cardboard, and waste materials.
878 Vol. 8:120-5 F'31. *Working in Wood, Stone and Clay*. B. Blai.
368 42-4. Kdg. *Working With Wood*.

COOKERY

- 32 101. III. *Biscuit Making*.
826 Vol. 13:337-8 Mr'31. *Can Boys Cook?* M. Twitty. Junior high school project.
232 60-1. I-II. *Cookery*. Simple experiences in cooking.
710 1-10. Pr. *Cookery in the Primary Grades*. Thompson and Drury.

COOKERY (cont'd)

- 56 67. *Cooking*. Canning peaches.
- 56 94-5. *Cooking*. Study of the preservation of foods.
- 20 361-3. *Cooking*. Involves knowing what to buy, where to buy, and price to pay.
- 218 149. II. *Cooking*. In relation to health, stores, and markets.
- 220 75-7. Int. *Cooking*.
- 32 228-9. V. *Cooking and Being Hostesses*. Cook, serve, plan meals, etc.
- 848 Vol. 19:231 My'31. I. *Cooking in the First Grade*. W. Lo.
- 54 44-5. I-VI. *Cooking Meals*. Changing attitudes toward eating, cooking, or any intellectual interest.
- 814 Vol. 38:36 S'-O'25. *A Cooking Project*.
- 218 19. Pr. *Cooking Simple Foods*.
- 62 378-80. I. *A Cranberry Sauce Sale*.
- 162 32-4. IV. *Experiments in Cooking*.
- 282 65-7. Kdg. *Jelly Making*. Preparation for Thanksgiving party.
- 814 Vol. 43:39-40 N-D'30. *Kindergarten Activities During November*. J. M. Niven. Suggestions for cooking, parties, and invitations.
- 52 176. I. *Making Apple Jelly*.
- 164 40-3. Kdg. *Making Apple Sauce and Grape Jelly*.
- 210 146. V. *Making Candy for Orphans*. Arithmetic unit.
- 214 27. III. *Making Corn Bread*. Activity with arithmetic learnings.
- 152 91. IV. *Making Fudge*. Brief suggestions for emphasizing arithmetic.
- 152 59-60. II. *Making Ice Cream*. Arithmetic unit.
- 356 99-102. II. *Making Pecan Candy*.
- 124 63. III. *Preserving Tomatoes*. Emphasis on arithmetical phases.
- 28 192. I-II. *Recipes*. Recipes worked out in connection with harvesting and excursions to farm.
- 14 Vol. 3:40-1. Pr. *Recipes for Class Use*. Discussion with illustrations of their use and need.
- 28 36-7. Pr. *Refreshments at Social Gatherings*. Learning how to prepare sandwiches, jellies, breads.

COSTUMING

- 354 26. I. *Preparing Costumes for Play*.
- 56 179-84. *Costumes and Scenery for Play*.
- 810 Vol. 41:58 N'31. Int. *Costumes for the Operetta*. S. Clark.
- 834 Vol. 10:9-12 S'30. VIII. *Costuming for a Pageant*. A. Milne.
- 22 38. I-VI. *Cutting and Coloring Costumes*. History project.

COSTUMING (cont'd)

- 258 45. V-VI. *Making Costumes and Scenery*. Shows how to do this in a practical way.

COTTON

- 38 162-3. V. *A Booklet About Cotton*.
876 Vol. 33:173 Mr'25. III. *A Correlated Project*. G. L. Pinkerton. Study of cotton.
20 245-52. *Cotton*. The growing of cotton; its uses and manufacture.
710 1-33. *Cotton*. Bradley, House, and Others. Detailed study including information and references.
14 Vol. 3:23-4. III. *Cotton*. Emphasizing the use of language and planning.
136 104-6. III. *Cotton*.
64 379-83, 408-12. III. *Cotton*.
44 120-4. IV. *Cotton*. Study consists of: place where cotton is grown; what is made of it; making charts showing the cotton belt in the United States; scrap-book.
100 478. IV. *Cotton*.
338 35-43. IV. *Cotton*.
150 32-3. V. *Cotton*. Study of cotton industry in South Central States.
186 36-8. V. *Cotton and Clothing*. Possible art activities in connection with.
882 Vol. 25:368-70 F'26. III. *The Cotton Booklet*. G. Boylston.
180 19-22. V. *Cotton Cultivation*. Why is cotton extensively raised in the South and nowhere else in the United States?
44 184-90. VI. *Cotton Gin*. Study of cotton intended to develop understanding of economic situations in the cotton growing industry.
258 202. V. *Cotton Industry*. Film showing industry from seed planting to finished product.
808 Vol. 49:36-7 S'31. Int. *Cotton Project*. J. McGuire.
252 203-5. V. *Enterprises Contributing to a Study of Cotton: An Illustration of a Study of an Industry*.
354 61-2. III. *Individual Reports on Cotton*.
288 1-32. VI. *The Influence of Cotton Upon the Development of Our Country*. Detailed study.
102 1-25. VI. *The Influence of Cotton Upon the Development of Our Land*. Detailed unit.
294 307. VI. *Journey of a Bale of Cotton*. The journey from the South to New England.
136 78-80. V. *A New England Cotton Manufacturing Plant*.
60 66-8. Pr. *The Story of Cotton From Seed to Cloth*.
14 Vol. 3:534-5. Pr. *The Study of Cotton*.
14 Vol. 7:213-8. Int. *The Study of Cotton*.
138 9. III. *Trip to the Cotton Gin*. K. Caldwell.

COTTON (cont'd)

- 844 Vol. 47:48 Mr'30. A.G. *Worthy Projects in a One-Teacher School*. C. Stanford. Cotton and tomato projects.

CURRENT EVENTS

- 874 Vol. 45:203. VI. *Current Events and the School Newspaper*. O. A. Rainey.
800 Vol. 16:41 Je'31. Pr. *Current Events in the Primary Grades*. L. Mathis.
258 234-5. V-VI. *Current Events, Organizing Club*. Organizing a Current Events Club.

DAMS

- 716 1-9. Kdg.-I. *Dams*. M. Thomson and E. Adams.

DERRICK

- 710 1-13. *The Derrick*. M. Stock.

DESERT LIFE

- 242 56-63. II. *The Bedouins of the Desert*. The life of a pastoral people.
246 412-8. III. *The Desert*. Suggested subject matter, method of procedure, attainments, and outcomes of the study.
112 120-8. IV. *The Desert*.
164 129-36. III. *Desert Life*.
302 45-9. IV. *Hot Dry Lands*. Life of people of Sahara and Arabian Deserts.
240 224-6. III. *How the Desert Child Lives in Hot, Dry Lands*.
226 83-5. IV. *The People of the Desert*.
266 57-64. IV. *The Sahara*. Art unit.
272 28-9. IV. *Why Do People Live as They Do on a Desert?*

DIARIES

- 14 Vol. 3:42-51. II-III. *Diaries*. Illustrations of various kinds of diaries.
28 175. Pr. *Group Diaries*. Results of excursions, calendars of weather and out-of-door life.
176 69. I. *Keeping Daily Room Record*.
46 163-4. III. *Keeping a Diary*. Each child records the principal things he did during his "free time."
144 31-8. IV. *Keeping a Diary*. Pupils put into the diary the poems, stories, words, etc., which come up according to the changing months.
46 223-5. I. *Keeping Records*. A booklet to contain an account of the activities, with snapshot illustrations.
800 Vol. 16:8 Ap'31. *A Schoolroom Diary*. E. M. Shearer and C. L. Rogers.
154 148-55. VI. *Writing Diaries*.

DICTIONARY

- 826 Vol. 13:24 S'30. Pr. *The Detroit Dictionary Plan*. M. Frawley.
- 808 Vol. 48:220 N'30. Pr. *Dictionaries for Primary Composition*. A. J. Huggett and E. Huggett.
- 394 64-6. V. *Exercises in Practical Use of the Dictionary*. Mrs. Dana.
- 820 Vol. 35:64 N'25. *Learning to Use a Dictionary* W. L. Chase.
- 874 Vol. 44:447 F'27. VII-VIII. *Lesson Plans on the Study of the Dictionary in Grammar Grades*. K. Ross.
- 700 74-6. II. *Making Our Dictionaries*. Planned for foreign children, especially.
- 862 Vol. 24:67-8 O'30. *Teaching the Use of the Dictionary in the Classroom*. F. B. Williams.
- 800 Vol. 17:38 S'31. III. *A Third Grade Dictionary Project*. E. M. Hall.

DOLLS

- 384 17. Kdg. *Activities Centered About Mother Doll's Broken Arm*.
- 360 39-45. I. *Building a Doll City*.
- 384 16. Kdg. *Clothes*. Planning clothes for a doll.
- 876 Vol. 34:68 Ja'26. Pr. *The Doll and Ball Project*. E. Mayberry.
- 218 193-4. Pr. *Doll Day*.
- 62 369-70. Pr. *A Doll Day*. Exhibition of children's dolls.
- 384 4-19. Kdg. *The Doll Family*.
- 384 15. Kdg. *The Doll Family Next Door*. Building another home and family for the doll.
- 820 Vol. 35:42 Je'26. *Doll Making*. E. A. Smedley.
- 12 46-8. I. *Doll Play*. Making dolls, doll clothing, and furniture and conducting dramatic play.
- 38 105-6. I. *Doll Sale*.
- 68 49-71. I. *Dolls*.
- 16 197-205. A.G. *Dolls for Children in Europe*.
- 226 23-5. I. *A Doll's Playground*.
- 218 71-8. I. *Dramatic Play with Dolls*.
- 28 18-9. Pr. *Dressing Dolls*.
- 356 118. II. *Exhibition of Dolls of Other Lands*.
- 212 102-4. Kdg.-I. *A Home for Raggedy Ann*. Dramatic play with doll.
- 856 Vol. 8:61-2 O'31. I. *Laura May's Trip to Florida*. J. G. Gooch. A rag doll's travel.
- 856 Vol. 8:96-7 N'31. I. *Laura May's Trip to Florida*. J. G. Gooch. Activities centered about a rag doll's travels.
- 820 Vol. 35:46 F'26. Pr. *How the Doll Corner Grew*. E. A. Smedley.

DOLLS (cont'd)

- 14 Vol. 3:524-9. Pr. *Making and Dressing the Doll.*
- 154 50-4. Kdg. *The New Doll Carriage.*
- 64 15-6. I. *Playing With Dolls.*
- 10 39-43. I-II. *Playing With Dolls.*
- 32 93. Pr. *Sew Doll Clothes.*
- 12 40-2. I. *Sewing for Doll.* Making rag dolls, clothes, and animals.
- 368 10-3. Kdg. *Social Activities.* Activities centered about the use of dolls, blocks and other play materials.
- 804 Vol. 4:209-11 Ja'25. I. *A Story of Dolls.* A. Varney.
- 10 54. Kdg.-I. *Washing Doll Clothes.*
- 32 100. Pr. *Washing Dolls' Clothes.*

DRAMATICS

- 878 Vol. 5:28-32. *Acting Things Out.* Account of dramatizations.
- 154 137-41. II. *Briar Rose.* Writing an original play.
- 138 63-5. VI. *A Chapel Program.* M. Boylan. Dramatization of "Maid Marian in Sherwood," and "The Tables Turned."
- 803 Vol. 2:158-66. Pr. *Children's Creative Plays.* C. W. Barbour.
- 856 Vol. 8:106-7 N'31. IV. *A Children's "Live-at-Home" Play.* L. Brown.
- 282 127-9. Kdg. *Cinderella Project.* Dramatic play and costume making.
- 882 Vol. 26:54-5 S'26. *Color Demonstration.* E. Strong. A play.
- 874 Vol. 45:710-2 My'28. IV. *Constructing a Play.* R. Rice. Based on "The Princess Whom Nobody Could Silence."
- 360 84-7. I. "A Crab That Was Not Caught." Original play.
- 856 Vol. 5:12-4 S'28. VII. *Creative Expression Through Literature.* C. Camp. Dramatizations of "The Man Without a Country," and a study of "Evangeline."
- 820 Vol. 35:54 Ja'26. *Developing a "Good Manners" Play.* G. Frazier.
- 14 Vol. 2:276-80. II. *A Dictated Play Made From a Story.* "Little Dawn Boy" and the "Rainbow Trail."
- 232 115-9. Kdg.-II. *Dramatic Art Experience.* Drama concerning dolls, furniture, etc.
- 14 Vol. 3:252-3. Kdg. *Dramatic Play.*
- 236 42-6. Kdg. *Dramatic Play.*
- 36 22-3. Kdg.-I. *Dramatic Play.*
- 14 Vol. 3:254-8. I. *Dramatic Play.* Original Indian play, scene from "Peter Pan," and "The Fairies' Play."
- 14 Vol. 3:258-9. I. *Dramatic Play of "Sing a Song of Sixpence."*

DRAMATICS (cont'd)

- 28 29-31. Pr. *Dramatic Play*.
- 30 138. I-VI. *Dramatics*.
- 803 Vol. 4:21-7. Pr. *Dramatics—A Creative Expression*. C. Brown.
- 300 34-7. Kdg.-II. *Dramatization*.
- 118 39-40. Pr. *Dramatization*. Means of motivating composition.
- 230 173-5. V. *Dramatization*.
- 394 80. VII-VIII. *Dramatization*. D. Nelson.
- 874 Vol. 44:461 F'27. VII-VIII. *Dramatization of "The Bell of Atri"*. O. J. Roberts.
16. 136-45. III. *Dramatization of "Hansel and Gretel"*
- 808 Vol. 49:40-1 S'31. VII-VIII. *Dramatization of History*. C. B. Hall.
- 18 250. *Dramatization of History Stories*.
- 60 58-9. Pr. *The Dramatization of Little Red Riding Hood*.
- 874 Vol. 45:532 Mr'28. III-IV. *Dramatization of Memory Poems*. O. J. Roberts.
- 724 1-5. VIII. *A Dramatization of the Perfect Tribute*. M. Andrews. Copy of original play in five scenes.
- 322 10-1. VIII. *Dramatization of a Reading from Homer*.
- 394 72-5. VI. *Dramatization of the Story, "The King of the Golden River"*. G. Herum.
- 382 122-8. I. *Dramatization of "Ten Pennies"*
- 154 44. Kdg. *Dramatization—"The Three Billy Goats Gruff"*
- 68 11. II. *Dramatize Story for Side Show*.
- 354 26-7. I. *Dramatizing "Little Tin Soldier"*
- 50 412-9. I. *Dramatizing a Story*.
- 14 Vol. 2:271-6. III. *Dramatizing a Story*. "Tawny, the Tiger."
- 346 24-5. Kdg. *Dramatizing Story—"Billy Bob Tail"*
- 876 Vol. 33:476 S'25. IV. *An English Project*. B. Barnes. Children dramatize, "Old Pipes and the Dryad."
- 258 75-6. V-VI. *Entertaining the Second Grade*. Writing a play for entertainment.
- 808 Vol. 49:454 F'32. IV. *A February Project*. E. Grauerholz. Activities including original play.
- 888 Vol. 25:42 Je'29. *A First Grade Shadow Play*. B. L. Butts.
- 148 10. VI. *Formation of Clubs*. Planning seasonal dramatization.
- 820 Vol. 40:24 My'31. *Gates to Fairyland*. C. F. Johnson. A play.
- 812 Vol. 26:57-65 F'27. VIII. *Gateways of the World: A Geography Pageant*. M. J. Washington.
- 876 Vol. 34:136 F'26. Pr. *The Gingerbread Boy*. S. Jolly. Dramatization and sandtable projects. *Primary*.
- 258 65-7. V-VI. *Giving a Play*. Writing and producing a play.

DRAMATICS (cont'd)

- 42 109-11. I-II. *The Goldenrod—Dramatized*. Planning the stage settings and dramatizing the story.
- 700 96-100. III. *Group Dramatics*.
- 878 Vol. 8:20-6 Ja'31. *The Growth of Dramatic Forms in the School Life*. E. W. Steele. Discussion and illustrations from various age levels as "Medieval Paper Makers," with an eleven-year-old group.
- 200 204-5. II. *Hansel and Gretel*. Dramatization.
- 258 139-40. V-VI. *Historical Plays and Pageants*. Composing and presenting.
- 882 Vol. 26:550-1 My'27. Kdg. *How to Make Plays Realistic with Little Effort*. A. Curtis.
- 126 370-6. Kdg. "*The Land of Make Believe*." Description of play and costumes.
- 820 Vol. 37:62 N'27. Int. *Let's Give a Play*. K. A. White.
- 352 35. Kdg. *Let's Pretend*. Interest in dramatization.
- 138 103. I. *Little Black Sambo*. C. Andrews. Dramatization.
- 820 Vol. 37:63 Mr'28. *A Little Lesson in Geography*. L. W. Mears. Dramatization of the fable, "The Wind and the Smoke."
- 136 2-4. I. *Little Red Riding Hood*. Construction of a house and furniture; also dramatization of the story.
- 240 177-81. II. *The Lost Doll*.
- 138 50. II. *Making a Play*. N. S. Caldwell.
- 834 Vol. 8:49-51 Mr'29. VIII. *Miller Street Graduation Pageant*.
- 820 Vol. 35:63 Je'26. *Our Good-Will Pageant*.
- 886 Vol. 16:155 Ap'31. *Pageant Prepared in a Week*. K. Dozier.
- 30 138. I-VI. *Pageants*.
- 126 383-5. Kdg. "*Pelle's New Suit*." Description of dramatization.
- 346 78-85. III. *Planning a Play for Mother's Circle*.
- 302 68-71. IV. *Play*. A play to summarize activities of study on people of other lands.
- 154 165-70. VI. *A Play. The Combat for the Ruby*.
- 876 Vol. 33:401 Je'25. *A Play Festival*. E. A. Sprentall. The last day of school.
- 14 Vol. 3:263-81. III. *A Play Given By Third-Grade Children*. Writing original play from the story of "Hansel and Gretel."
- 878 Vol. 8:10-6 Ja'31. *A Play in the Walden School*. B. Rantz.
- 124 41. VI. *Play Making*. Emphasis on measuring and computing for costumes.
- 818 Vol. 12:96-7 Mr'31. *Play Making With Eight-to-Twelve-Year-Olds*. E. Inman.
- 154 155-60. VI. *A Play: The Restoration of Chryseis to Her Father*.

DRAMATICS (cont'd)

- 130 479-81. Kdg. *Play, "The Three Billy Goats Gruff."* Construction of stage and dramatization of story.
- 878 Vol. 8:34-9 Ja'31. *Plays in a Kentucky Country School.*
- 14 Vol. 3:259-62. II. *Plays Made for an Audience.* Dramatic work of seven-year-olds.
- 700 178-82. VI. *Playwrights and Actors.*
- 888 Vol. 24:21 N'28. *Preparing a School Pageant.* H. G. Hansen.
- 878 Vol. 6:243-9 S'-O'-N'29. A.G. *Projects as They Grew in the Norristown School.* M. Campen. Pageant of civilization project.
- 44 167-70. V. *Robin Hood Play.*
- 154 191. VI. *Sailing of the Argo.* Brief account of pantomime.
- 56 147-50. *Scenes and Cardboard Marionettes for Plays.* Children work on plays written by other children.
- 818 Vol. 11:91-2 Ap'30. *School Historical Pageant.* E. Nunn.
- 844 Vol. 47:21 Ja'30. *Selma Presents Colorful Pageant.* Historical scenes from city's past.
- 816 Vol. 4:10 O'31. *The Shadow Play in the School of Today.* L. Dunn and W. Mills.
- 68 7-8. I. *Side Shows.* Dramatization of stories.
- 846 Vol. 23:40 Ja'31. I. *A Social Activity Program in Action.* F. Johnson. "The Three Bears" dramatized.
- 144 35. IV. *Stories Through Dramatization.*
- 254 90-1. I-II. *Story Playing and Dramatization.* Value as aid in English.
- 800 Vol. 16:7-10 My'31. *Swift Arrows and Dim Camp Fires.* L. Mills. A play.
- 874 Vol. 45:371 Ja'28. III. *The Third Grade Never Land.* A. Carothers. Dramatizations from "Peter Pan."
- 824 Vol. 7:112-3 F'29. I. *The Three Bears as Staged by the Children.*
- 800 Vol. 16:17 Je'31. "Tom Sawyer." F. M. Rich and A. Scala. Dramatization.
- 820 Vol. 40:36 Ja'31. *Wide Awake! Wide Awake!* R. Bramwell. A good manners playlet.
- 872 Vol. 42:582-4 Je'25. *A World Pageant.* E. J. Heagney.
- 42 111-3. I-II. *Writing and Giving a Play from a Story.* This involved modification of the story and the collection of stage properties.
- 138 60. IV. *Writing a Play.* F. Purser.
- 258 234. V-VI. *Writing Plays.*

DUTCH COLONIAL LIFE

- 24 1-314 III. *Dutch Colonial Settlement.* Colonial Life on Manhattan Island developed in Lincoln School of New York City.

DUTCH COLONIAL LIFE (cont'd)

- 816 Vol. 1:14-5 Ap'29. *Dutch Life in America*. O. Bucks and G. McNealy.
54 42-3. I-VI. *Holland. Dutch in America*.
182 93. V. *How the Dutch Colonists Lived in New York*.

DYES

- 710 1-3. *Bark Dyes*. A. Shapard.
710 1-2. *Colonial Dyeing*.
710 1-9. *Dyes and Dyeing*. B. Mellinger. Recipes, etc.
14 Vol. 7:187-92. Int. *Experimenting With Dyes*. Industrial arts projects containing recipes, etc.
136 108-10. IV. *Tied and Dyed and Booth Construction*.
710 1-2. *Tied and Dyed Work*.
882 Vol. 30:150 N'30. *Watch it Come Through*. C. Heyman. Ink batik.

EARTH

- 184 27-9. VII. *Changes in the Earth's Surface*.
296 50-1. III. *Composition of the Earth*.
14 Vol. 8:178-80. IV. *Early History of the Earth in the Local Vicinity*.
40 386. I. *Earth and Sky*. Clouds.
714 9-21. IV. *The Earth and Sky*.
166 53-5. IV. *The Earth as a Whole*.
14 Vol. 5:489-94. *Earth Changes*.
878 Vol. 7:326-34 N'30. *Earth Sciences and Children*. B. Stevens.
800 Vol. 16:13 Mr'31. IV. *Earth Study. Our Most Common Mineral*. F. A. Stebbins.
292 265-81. IV. *The Earth Upon Which We Live*. Outline of subject matter with suggested problems and activities for each sub-division as: the soil, the seasons, rocks, trees and flowers, birds, homes, travel, occupations, etc.
48 Vol. 11:258-61. A.G. *The Earth's Three Blankets*.
184 25-7. VII. *The History of the Earth*.
296 80-1. V. *More About the Earth*.
184 22-5. VII. *Movements of the Earth*.
48 Vol. 11:112-7. A.G. *The Story of the Earth*.
14 Vol. 8:263-4. VI. *The Story of the Earth*.
276 50-62. VI. *Of What Concern Is It to the Inhabitants of the Earth That (a) the Earth is Shaped Like a Sphere; (b) the Earth Rotates on its Axis; (c) the Earth Revolves Around the Sun?*

EARTHWORM

- 122 82-5. V. *The Earthworm*. Value, service, food, and hibernation of the earthworm.
14 Vol. 5:343. III. *A Study of the Earthworm*.

EASTER

- 164 31-3. Kdg. *Easter*.
388 60-2. Kdg. *Easter*.
12 100. Kdg.-I. *Easter*. Talk about Spring; plant seeds; visit flower shop.
14 Vol. 4:174-6. A.G. *Easter*. Possible art activities.
172 100-1. I. *Easter*. Study of customs, making cards, etc.
172 185. I. *Easter*. Reading about Easter.
240 55. I. *Easter*.
218 192-3. Pr. *Easter*.
372 270-2. II. *Easter*.
170 413-20. II-IV. *Easter*. Play, "An Easter Awakening."
170 420-6. V-VII. *Easter*. Program for assembly.
398 28-9. VI-VIII. *Easter*.
352 33-5. Kdg. *Easter Experiences*.
294 37. II. *Easter Game*. A competitive game using number combinations.
52 186-90. I. *Easter Program*.
52 84-5. Kdg. *Easter Project*.
808 Vol. 48:616 Ap'31. I. *Easter Projects*. E. Chaddock and F. Banks. Correlating seasonal material with regular subject instruction.
58 53-6. I. *An Easter Sale*. Making baskets, yarn chickens, hats, dyed eggs, garden; building store.
240 234. III. *How We Can Enjoy Easter*.
42 123-4. I-II. *Making an Easter Book*.
808 Vol. 49:518 Mr'32. A.G. *March Project*. E. Roderick. Outline in preparation for an Easter Day program.
240 137. II. *Why We Celebrate Easter*.

ECONOMICS

- 704 1-23. *Primer on Economics*. Discussion of fundamentals set up in primer so as to be easily used by pupils.
4 250-1. VI. *Projects Involving Economic Questions*. Problems involving taxes, thrift, installment buying, saving, investments, or profit and loss.
158 57-61. VIII. *Two Giant Forces, Capital and Labor*.

EGYPT

- 220 127-30. V. *Activities Around Egyptian Life*.
708 45-9. *The Age of Two Powerful Nobles*. Egypt during the Twelfth and Eighteenth Dynasties.
288 1-29. IV. *The Beginnings of Agriculture in the Two Valley Countries—Egypt and Mesopotamia*.
708 33-7. *Early Days in Egypt*.
710 1-11. *Egypt*. B. Allen.
248 169-71. V. *Egypt*. Map study; cotton industry; Cairo.
128 170-3. VI. *Egypt*.

EGYPT (cont'd)

- 708 49-53. *Egypt, The First Great Empire.*
710 1-10. *Egyptian Materials.* E. Bowen.
882 Vol. 26:499-501 Ap'27. VI. *The Egyptian Museum.* V. Bissell.
882 Vol. 30:313-5 Ja'31. *Egyptian Play.* L. F. Struble.
710 1-7. *Egyptian Spinning and Weaving.* H. Shoen.
266 32-42. VI. *Egyptian Unit.* Art unit.
114 105-11. IV. *The Egyptians.* Geography unit.
888 Vol. 26:30 S'30. IV. *A Fourth Grade Project.* G. Staples. Mesopotamia and Egypt.
30 155-8. V-VI. *A Gate into the Past.* Study of Egypt by means of an imaginary trip; developing and presenting a travelogue.
400 51-65. IV. *The Land of the Nile.*
242 22-33. IV. *The Land of the Nile.* Geography.
816 Vol. 3:11 Ap'30. V. *Making Egyptian History Real.* S. Reed.
816 Vol. 4:5 O'31. *The Mystery of the Chest.* M. Ramus. Egyptian project.
708 53-9. *The Power of Egypt Declines.*
708 41-5. *The Pyramid Builders.*
878 Vol. 5:234-7 Ja-Ap-S'28. V. *Research Work in the Museum for Ten-Year-Olds.* H. Frank. Egypt.
714 28-45. IV. *Study of Ancient Egypt.*
320 13-20. III. *Third Grade Study of Egyptian Life.*
138 77-9. IV. *A Trip to Egypt.* M. Reid.
708 37-41. *The Two Lands of Egypt.*

ELECTRICITY

- 286 27-8. *Electrical Hazards.* Safety unit.
710 1-30. *Electricity.* Cole.
122 137-9. VI. *Electricity.* Use of electricity in our everyday life.
398 18-20. VI-VIII. *Electricity.*
880 Vol. 10:184-6 Mr'31. I-VI. *Dangers of Electricity.* Safety unit.
296 99-100. VI. *How a Few Electric Appliances Work.*
296 68-9. IV. *A Little About Electricity.*
296 39. II. *Some Ways Electricity Helps Us.*
704 1-64. *Study of Electric Light and Power Service.* Non-technical information; historical and current.
56 175. *Wiring Play Houses for Electricity.*

ENGLISH (COMPOSITION)

- 712 1-9. VI. *The Ancestral History of the Class.* G. Van Hise.
878 Vol. 5:21-8. *Children's Experiments in Language.* L. S. Mitchell.

ENGLISH (COMPOSITION) (cont'd)

- .712 1-23. IV-V. *The Class Writes a Serial Story*. M. Banks and G. Coy.
- 118 40-1. Pr. *Composition*. Based on story-telling, school subjects, language games, criticism.
- 54 146-93. III. *Composition*. Includes writing of stories, poems, letters, etc., as they come up in everyday life in relation to children's activities.
- 826 Vol. 14:169-73 D'31. I. *Creative Composition in the First Grade*. C. P. Alexandroff.
- 874 Vol. 46:278 D'28. II. *Creative English Work in the Second Grade*. L. Anderson.
- 36 79-81. *Creative Language Expression*.
- 26 132-57. "English Activities." Indicates what materials can be used in oral and written language.
- 828 Vol. 2:9 O'28. Kdg. *English in Kindergarten of Foreign Children*.
- 804 Vol. 10:274-80 F'31. Int. *English Work Room for Grades Four, Five, and Six in the Co-operative Group Plan*. A. Briggs.
- 874 Vol. 44:466 F'27. VII-VIII. *Evangeline's Home Paper*. F. H. Morgan. English project.
- 872 Vol. 43:430 Je'26. VIII. *For a Cloudy Day—An Eighth Grade English Lesson*. A. Bess Clarke.
- 826 Vol. 13:424-8 My'31. *Good Sportsmanship*. C. Mahaffay and T. C. Chandler. A unit in junior high school English.
- 874 Vol. 44:798-800 Je'27. V. *The Gypsies*. M. F. Taylor. An English project.
- 800 Vol. 12:21-4 D'26. I. *Holiday Writing in Room One*. M. E. Foster. Planning and executing a writing program for the month of December.
- 800 Vol. 12:29 My'27. Pr. *Humor and Imagination in Children's Writing*. M. P. Stevens. Creative writing.
- 236 52-7. Kdg. *Language*.
- 803 Vol. 4:8-12. Pr. *Language—A Creative Expression*. L. C. Wright.
- 12 75-8. I. *Language Development*.
- 874 Vol. 45:62 S'27. I. *Language in the First Grade*. K. Strelzing.
- 820 Vol. 35:27 My'26. *Language Projects*. B. J. Thompson.
- 198 19-21. Kdg. *Language Projects*. Telling original stories, and dramatizing imaginative travel games.
- 874 Vol. 45:538 Mr'28. *Language Through Geography*. Mr. and Mrs. A. J. McFarland.
- 810 Vol. 40:65 S'31. *A Lesson in Creative Expression*. N. Fischer.
- 18 136-56. *Literary Contest*. A variety of contests are described, all intended to improve the use of English.

ENGLISH (COMPOSITION) (cont'd)

- 874 Vol. 44:395 Ja'27. *A Living Language Lesson*. C. L. McCalmont.
- 230 159. IV. *Making Riddles*. Riddles were used in developing language work.
- 258 236-7. V-VI. *Making Rules for Playground*. Involves discussion which promotes growth in social and language development.
- 256 208. III-IV. *Making Slogans, Rhymes, Stories, etc., for Gift Postal Cards*.
- 806 Vol. 6:233-5. *My Experience With Creative Writing*. C. Beverley.
- 872 Vol. 42:382-3 Mr'25. *Our Composition Club*. K. E. Heaton.
- 394 67-9. VI. *Outlining*. M. Trossen.
- 14 Vol. 3:214-6. I. *Products in the First Grade*. Original stories.
- 14 Vol. 3:207-14. III. *Products in the Third Grade*. Original stories.
- 820 Vol. 37:61 N'27. *Project in Oral and Written Composition*. M. Corbin.
- 872 Vol. 42:327 F'25. *Project Work as an Aid to Teaching English*. K. Babcock.
- 854 Vol. 18:469-70 Ja'31. *Projects in English*. G. M. Chittenden.
- 872 Vol. 42:255-6 Ja'25. *A Real Boy-Made Project*. I. Cordy. Boy's interest in writing stories.
- 892 Vol. 11:37-40 F'30. *Scribblers and Their Scribbling*. M. V. Hoffman. Creative activity in English.
- 14 Vol. 3:216-8. Kdg. *Story Composition in the Kindergarten*.
- 874 Vol. 44:436-8 F'27. V. "Three Children of Sunbury." The report of a language project conducted in the fifth grade.
- 854 Vol. 18:954-5 Je'31. VIII. *A Unit in Eighth Grade English*. M. Ludlam.
- 14 Vol. 2:238-48. III. *A Unit for Third-Grade Foreign Children*.
- 178 77-81. V. *A Unit in Vocabulary*.
- 806 Vol. 8:79-82 Ap'31. *Vitalizing Beginning English*. J. Dukeslow.
- 820 Vol. 37:73 F'28. VIII. *Vocabulary Building*. L. D. Horton.
- 258 236. V-VI. *Writing Advertisements and Signs*. Using interest in advertising to develop creative language.
- 12 78. I. *Writing Messages and Making up Rhymes*.
- 356 287. IV. *Writing Riddles about Heroes*. Describing heroes, historical events, industries, products, or physical features.
- 706 73-83. II. *Written English*.

ENGLISH (GRAMMAR)

- 806 Vol. 6:269-72 D'29. *Activities to Improve English*. F. Giddings.
- 138 40-2. VI. *Better English Club*. M. Bridges.
- 820 Vol. 37:33 Je'28. *A Better English Project*. J. L. Gowdy.
- 712 1-23. VIII. *Building a Paragraph*. K. Slattery.
- 888 Vol. 25:24-5 Je'29. VIII. *The Fight for Good English*. Wild Rose School, Calif.
- 820 Vol. 35:60 D'25. VI. *A Good English Club*. G. A. Datin.
- 170 225-30. III-IV. *Good English Week*. Assembly activity.
- 806 Vol. 8:91-4, 121-3 Ap-My'31. Int. *Individualization of Grammar in the Intermediate Grades*. J. L. Rieman.
- 816 Vol. 3:24 Ap'31. *Informal Approach to Grammar*. P. J. Ketrick.
- 820 Vol. 36:67 Mr'27. VIII. *The Punctuation Party*. E. Williams.
- 820 Vol. 37:53 D'27. *A Suggestive Lesson for Teaching the Complex Sentence*.
- 816 Vol. 3:20-1 F'31. VI. *Twenty Steps in Teaching the Possessive; Adapted to Sixth Grade Pupils*. S. Cox.
- 178 81-92. VI. *A Unit in Correct Usage of "Lie" and "Lay."*
- 178 73-7. IV. *A Unit in Mechanics for Written Work*.
- 178 69-73. III. *A Unit in Sentence and Paragraph Structure*.
- 256 64-6. I-VI. *Working for Better English*. An activity carried out by an entire school.

ENGLISH (LITERATURE)

- 826 Vol. 13:377-8 Ap'31. *Adventure in Drama*. H. E. Duff.
- 160 29. VII. *America in Song and Legend*. Literature unit.
- 160 30. VII. *American Humor*. Literature unit.
- 160 31. VII. *American Workers and Their Work*. Literature unit.
- 874 Vol. 44:400 Ja'27. VIII. *Eighth Grade Literature Clubs*. F. Hornton.
- 284 18. VII. *Famous Rides*.
- 284 24-6. VII. *Folk Lore, Myths, and Legends*.
- 142 1-4. IV. *Fun and Fancy*. Unit in literature, reading and expression.
- 820 Vol. 38:68 S'29. VII-VIII. *Getting Acquainted with Kipling*. M. Moore. English project.
- 142 1-3. IV. *Home and Industry*. Unit in literature, reading and expression.
- 284 83. VIII. *The Legend of Sleepy Hollow*.
- 876 Vol. 33:388 Je'25. Pr. *Literary Appreciation in the Primary Grades*. A. L. McKinnon.
- 30 138. I-VI. *Literary Clubs*.
- 160 53-6. VIII. *Literature and Life in the Homeland*. Literature unit.

ENGLISH (LITERATURE) (cont'd)

- 726 1-4. III. *Literature Appreciation*. K. Eckles.
 803 Vol. 8:146-9 N'31. Pr. *Literature Is in the Air*. L. Youngquist.
 824 Vol. 7:208-11 Je'29. VI. *Literature Unit in VI-A*. G. Schimmel. "Nürnberg Stove" project.
 160 32. VII. *Love of Country*. Literature unit.
 160 56-8. VIII. *Midsummer Night's Dream*. Literature unit.
 284 87-8. VIII. *Myths*.
 142 1-2. V. *Myths, Legends, and Fanciful Tales*. Unit in literature, reading and expression.
 284 102-4. VIII. *Old Greek Folk Tales*.
 284 19-22. VII. *Outdoor Life*. Prose and poetry.
 284 17. VII. *Real Folks*.
 14 Vol. 3:193-6. II-III. *Record of Books Read*.
 284 84. VIII. *Rip Van Winkle*.
 142 1-4. IV. *Service to Country*. Unit in literature, reading, and expression.
 160 18-9. VII. *Tales from Shakespeare*. Literature unit.
 160 40. VIII. *The World of Adventure*. Literature unit.
 160 12-4. VII. *The World of Nature*. Through a study of literature.
 160 38-40. VIII. *The World of Nature*. Literature unit.

ENGLISH (ORAL)

- 148 12-4. VI. *American Speech Pledge*. Use of appropriate and correct expression.
 146 48-9. V. *Community Chest*. Developing ability to speak well, using community chest as a subject.
 368 50-2. Kdg. *Conversation and Group Discussion*.
 212 169-71. Kdg. *Conversation in the Kindergarten*.
 382 9-11. Kdg.-I. *Conversation, a Language Activity*.
 256 162-3. III-IV. *Debates*.
 820 Vol. 36:35 F'27. V. *A Fifth Grade Speech Improvement Project*. P. Swinton.
 258 235-6. V-VI. *Having Debates and Discussions*.
 144 9. IV. *Home Conversation*. Pupils use telephone at home and discuss with classmate some phase of work at school.
 382 11-5. Kdg.-I. *Opportunities for Conversation*. Reports of situations providing opportunities for conversation as, schoolyard, work period, library, lunch period, etc.
 824 Vol. 4:175-7 My'26. Int. *Pimlico's Project in English*. C. Jackson. Correct speech project.
 14 Vol. 2:62-6. Kdg. *Providing a Motive for Practice in Oral Expression*. Letter writing.
 230 104. *Subject matter for Oral English*. Games, toys, pictures, pets, incidents in home and community life, etc.
 178 65-9. III. *A Unit in Conversation*.

ESKIMOS

- 302 41-4. IV. *Cold Lands*. Eskimo and Laplander.
 294 388-90. I. *Eskimo*.
 246 309-30. II. *The Eskimo*. Includes food, clothing, homes, methods of travel, and amusements.
 244 33. II. *The Eskimo*. Suggested art activities.
 204 6-7. III. *The Eskimo*.
 710 1-24. III. *The Eskimo*. A. Strome.
 182 34. III. *Eskimo*.
 234 104. II. *Eskimo Activity*. Suggested number activities.
 808 Vol. 48:372 Ja'31. V. *Eskimo Along the Arctic Shores*. L. Erskine.
 128 34-7. II. *The Eskimo Child*.
 256. 146. III. *Eskimo Children*.
 820 Vol. 40:30 Ja'31. *Eskimo Doll Made From a Clothespin*. M. E. Walter.
 824 Vol. 7:153-5 Ap'29. II. *Eskimo Land—A Unit in History-Geography*. A. Flayhart.
 14 Vol. 4:553-64. Pr. *Eskimo Life*.
 164 82-7. II. *Eskimo Life*.
 208 1-3. II. *Eskimo Life*.
 162 20-3. II. *Eskimo Life*.
 803 Vol. 6:120. II. *Eskimo Life*. L. Edwards.
 44 39-45. II. *Eskimo Life*.
 816 Vol. 1:40-1. Ap'29. III. *Eskimo Life*. L. Farrand.
 250 172-6. III. *Eskimo Life*.
 228 65-7. III. *Eskimo Life*.
 820 Vol. 40:15 Ja'31. *Eskimo Life in Cut Paper*. E. Eckford.
 224 18-41. III. *The Eskimo Life in the Northland*.
 240 158-63. II. *Eskimo Life—A Picture Show*.
 876 Vol. 34:38 Ja'26. Int. *An Eskimo Play Project*. M. Strickney.
 874 Vol. 44:402 Ja'27. I. *An Eskimo Project in the First Grade*. R. Miles.
 882 Vol. 30:231-2 D'30. II. *Eskimo Project in Second Grade*. M. H. Fellows.
 298 10. I. *Eskimo Sand Table*.
 136 58-60. IV. *Eskimo Scene*.
 874 Vol. 45:374 Ja'28. *Eskimo Story Book*. A. Knight.
 138 115-7. II. *Eskimo Study*. L. Hanks.
 264 33-8. II. *Eskimos*. Art unit.
 268 41-2. II. *Eskimos*. Health unit.
 712 1-25. II. *Eskimos*. M. Crawford.
 376 46-53. III. *Eskimos*.
 292 250-5. III. *Eskimos*.
 54 223-5. III. *Far North*. Study of the Eskimos.
 240 128-31. II. *How the Eskimos Live*.
 356 139-41. II. *In the Land of Eskimos*.

ESKIMOS (cont'd)

- 876 Vol. 33:28-30 Ja'25. *New Thoughts for Your Eskimo Project.* M. M. Roberts.
- 392 179-80. I-II. *Other Homes.* Eskimo life.
- 14 Vol. 2:314-8. II. *Reading Used in a Study of Eskimo Life.*
- 136 56-8. IV. *A Reindeer and Sled.*
- 820 Vol. 36:50 Ja'27. Pr. *A Sand-Table Project.* B. Bowers. Eskimos.
- 374 149. II. *Study of the Eskimo.*
- 808 Vol. 48:352-3 Ja'31. *Visit to Eskimo Land.* W. D. Boutwell.
- 274 20. V. *Write Letters to Eskimo Children and Get Replies.*

EUROPE

- 258 207. VI. *Belgium.* Trip through Belgium.
- 808 Vol. 49:46 S'31. VII-VIII. *Civilization of Early Europe.* E. E. Roderick.
- 196 29-39. VI. *Countries of Central Europe.*
- 350 9-20. VI. *Detailed Study of the Various Countries of Europe Showing Contrasting Human Activities.*
- 306 62-70. VI. *Development of Eastern European Countries.*
- 306 48-62. VI. *Development of Western European Nations.*
- 196 55-63. VI. *Eastern Europe.*
- 128 188-91. VI. *Europe.*
- 362 102-14. VI. *Europe.*
- 364 45-8. VIII. *Europe.* Suggested procedures, activities, and problems.
- 20 211-3. *Europe and Australia.*
- 166 58-92. VI. *Europe and Her Individual Nations.*
- 362 92-4. VI. *The Europe Which Found America.*
- 820 Vol. 35:56 Ja'26. *European Geography Lessons.* B. Bergh.
- 820 Vol. 35:63 D'25. VII. *European Geography Lessons.* B. Bergh.
- 350 24-8. VI. *Europe's Gift to America.*
- 196 11-9. VI. *A General View of Europe.*
- 820 Vol. 36:63 F'27. V. *Geography of Southern Europe and Northern Africa.* R. Brock and R. Graves.
- 812 Vol. 26:39-40 Ja'27. VI. *A Geography Pageant.* H. V. De Laplane. Europe.
- 114 133-8. IV. *Great Leaders in Europe.* Charlemagne, Alfred the Great, and William the Conqueror.
- 350 20-4. VI. *Historical Development of Europe.*
- 228 123-4. VI. *How Europe Appeared in 1492.*
- 276 27-50. VI. *How is Europe, One of the Smallest Continents, Able to Support Such a Large Population?*
- 248 248-60. VI. *Iberian and Italian Peninsulas.*
- 246 406-11. III. *Lapland.* Outline of subject matter, detailed procedure, references, etc.

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- 876 Vol. 33:194 Mr'25. IV. *Lesson Plan for Teaching Fourth Grade History*. M. T. Johnson. Study of great people of Europe through the story of Joan of Arc, Napoleon, Cromwell, etc.
- 48 Vol. 11:157-69. A.G. *Modern European History*.
- 248 281-99. VI. *Northern Slavic and Non-Slavic Countries*.
- 820 Vol. 35:60 D'25. VI. *The Old-World Background*. G. Howell.
- 362 100. VI. *Our Heritage*. America's European background.
- 350 1-9. VI. *Present Urban and Rural Activities of Europe*.
- 820 Vol. 37:52 D'27. *A Project in Geography*. H. Brett. Europe.
- 18 31-8. IV. "Southern Europe."
- 4 296. VI. *Study of the Reformation*. Work of Luther, Henry VIII, and Elizabeth.
- 816 Vol. 1:33 Ap'29. IV. *A Study of Some Neighbors*. E. Moore. European.
- 708 17-21. *A Tall Race of Hunters Appears in Europe*.
- 808 Vol. 47:540-1 Mr'30. *Trip to the Playgrounds of Europe*. A. Wallace. Geography project.
- 824 Vol. 9:17-9 S'30. *Unit on the Continent of Europe*. A. Adler.

EXCURSIONS

- 382 82-3. I. *Development of Chart in Connection With Trips*.
- 330 97-9. IV. *An Excursion*. Children construct and christen boat during study of the banana industry.
- 130 492-8. I. *Excursion to the Beach*.
- 12 114. I. *Excursions*.
- 254 81. I-II. *Excursions, Collections, Exhibits*.
- 803 Vol. 3:53-6. Kdg. *Excursions in the Kindergarten*. F. Edwards.
- 330 144-6. VI. *Field Trips*. Brief statement of trips taken in connection with various units.
- 703 1-123. A.G. *Field Work*. Discussion of excursions taken in New York City environs by pupils of Lincoln School.
- 304 45-7. III-IV. *A Journey to Lake Merritt*.
- 304 31-5. Kdg.-II. *A Journey to the Parr Terminal*.
- 304 35-7. III-IV. *A Journey to the Tribune Tower*.
- 258 137. V-VI. *Making Imaginary Trips*.
- 256 147. IV. *Mission Visit*. Visiting historic spots and exhibitions.
- 14 Vol. 3:84-5. I. *An Outline of a Trip*.
- 14 Vol. 2:55-8. Kdg. *Practice in the Use of Ideas*. Using trip experiences of the children.
- 304 72-9. V-VI. *School Journeys to Observe Trees*.
- 800 Vol. 16:16 Je'31. III. *The Sight-Seeing Bus*. J. Hahn.

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- 258 138. V-VI. *Taking Excursions*. Preparing for visits to interesting places.
- 304 67-8. V-VI. *A Trip to Joaquin Miller's Home*. Trip to poet's home.
- 294 222. III. *Trip to Levee*.
- 266 33-41. IV. *Trip to San Francisco*. Art unit.
- 176 136. III. *Trips*.
- 812 Vol. 29:301-6 O'30. *Use of the Excursion in Teaching Commercial Geography*. C. C. Crawford and R. Grinstead.
- 384 6-7. Kdg. *A Visit to a Greenhouse*.
- 356 243. IV. *Visit to Mission and Museum*. Alamo Mission and Witte Museum.
- 12 109. I. *Visiting Biology Exhibit*.
- 274 10. V. *Visiting Historic Shrines*.

EXHIBITS

- 816 Vol. 4:22 Ap'31. A.G. *An All-School Exhibit*. M. Whittemore.
- 346 132-9. VI. *Exhibit of Articles Collected in Leisure Time*. How to plan and carry out the exhibit.
- 54 46-7. III. *Exhibit of Objects Made or Collected During the Summer*.
- 62 368. Pr. *Exhibit of Playthings*.
- 240 100-3. I. *An Exhibit of School Work*.
- 46 78. I. *Exhibition*. Keeping record books of interesting things in order to exhibit them.
- 240 146-8. II. *Fall Exhibit of Summer Activities*.
- 240 248-50. III. *Fall Exhibit of Summer Activities*.
- 882 Vol. 30:654-6 Je'31. V. *Fifth Grade Handicraft Exhibit*. A. L. Neff.
- 258 144-7. V-VI. *Having An Exposition*.
- 814 Vol. 38:136 My-Je'25. *June Exhibit*.
- 258 139. V-VI. *Making Product Exhibits*.
- 802 Vol. 10:8 Je-Jy'30. A.G. *The New Orleans Nature Study and Garden Exhibit*. O. C. Taylor. Project involving all schools of the district.
- 14 Vol. 3:24-7. III. *Plans for a School Exhibit*.
- 254 81. I-II. *Plant and Animal Exhibition*.
- 26 255-60. I-VI. *School Exhibits*.
- 824 Vol. 8:45 N'29. V-VI. *Science Exhibit—An Outcome of Summer Activities*.
- 820 Vol. 35:72 My'26. *Work for Exhibit Day*. All school exhibit.

EXPLORATION

- 808 Vol. 48:124 O'31. Int. *Around the World With the Explorers*. V. Darby.
- 294 420-3. IV-V. *Discoverers*. English, French, and Spanish.

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- 114 158-65. V. *The Discovery of the New World.*
- 138 17-9. IV. *Early Explorations.* W. Agnew.
- 302 81-3. IV. *Early Explorers.* Discovery of California.
- 224 5-18. V. *Europe Discovers America.*
- 306 11-9. V. *Exploration.*
- 166 18-24. IV. *Exploration and Discovery.*
- 114 166-84. V. *The Exploration of the New World.*
- 816 Vol. 1:34 Ap'29. Int. *Explorations By Sea and By Land.* J. Cravalho.
- 294 411-2. III. *First Explorers.* The life and expeditions of La Salle.
- 106 237-8. VI. *Forces in Europe Leading to Discovery of America.* Study of Norsemen, Marco Polo, and Columbus.
- 228 124-5. VI. *How Europe Found America.*
- 362 96-8. VI. *How the Way Was Opened for the English in America and How They Began a New Nation.*
- 182 85. V. *How We Found the New World.*
- 824 Vol. 8:154-5 Ap'30. Int. *Intermediate Grade History Teaching.* M. Braun. How Europeans came to know the New World.
- 876 Vol. 33:50 Ja'25. IV. *Lesson Plans for the Teaching of Fourth Grade History.* M. T. Johnson. Story of Balboa.
- 356 321. IV. *Lives of Explorers.* Puppet show.
- 844 Vol. 48:12 Ja'31. V. *The Members of a Fifth Grade Exploring Co.* N. Smith. Unit on Columbus, Magellan, etc., to Byrd and Lindbergh.
- 48 Vol. 11:204-5. A.G. *A New Period of Discovery and Exploration.*
- 154 95. IV. *Pantomime: Who's Who.* Pantomime depicting contributions made by early explorers.
- 362 31-3. V. *Period of Discovery and Exploration.*
- 252 515-22. VI. *Sea Rovers.* P. Wearne. Exploration and colonization of the Americas. Plan to lead children into wider interests.
- 888 Vol. 27:36 F'31. VI. *Sea Rovers.* P. Wearne. A unit on seamen, pirates, buccaneers, and privateers who sailed the Spanish Main.
- 114 147-57. V. *Search for a New Route to the East.*
- 856 Vol. 6:55 O'29. VI. *Sixth Grade History Vitalized by Walter Raleigh Play.* M. Wilson.
- 820 Vol. 35:36 My'26. VI. *The Socialized Recitation.* J. Arvidson. Study of early Spanish explorers.
- 154 95. IV. *Tableaux: An Hour With the Explorers.*
- 876 Vol. 33:538-9 O'25. *A Training School History Project.* B. Bullis. The age of discovery.
- 276 24-7. VI. *What Lasting Results Developed From Europe's Discoveries in the New World?*

EXPLORATION (cont'd)

- 106 238-9. VI. *What Physical Phenomena Did the Explorers Have to Conquer?* Study of ocean currents, winds, sphericity of earth, etc.

FAIR

- 876 Vol. 33:400 Je'25. *A Children's Carnival*. R. B. Rosenbaum.
- 298 10. A.G. *Community Fair*. Provides valuable experience for children of all grades, and reaches out into community as well.
- 800 Vol. 16:41-2 Ap'31. A.G. *The County Fair*. C. Stewart.
- 322 38. III. *A County Fair Number Project*.
- 354 19-21. I. *Fair*. Planning, judging, executing.
- 172 71-5. I. *The Fair*. Construction of miniature fair.
- 290 151-2. IV. *The Fair*. Number content, suggested activities and correlations.
- 712 1-15. II. *A Fair and the Study of Milk*. S. Harbison.
- 320 33-40. I-VI. "*Festival in Glendale*" by *Elementary Grades*.
- 232 133. I-II. *Festivals*.
- 136 12-4. III. *Foreign Fair*.
- 46 91-2. I. *French Bazaar*. Children held a bazaar to assist their "little French brother and sister."
- 356 275. IV. *Hold a State Fair*. Exhibits, pictures, and written reports to show points of historic interest, the industries, the products, and the activities in Texas.
- 68 5. I. *Making Animals for the Fair*. Cardboard and clay used as materials.
- 68 5-6. I. *Making Paper Flowers for the Fair*.
- 68 8-9. I. *Making Tickets, Signs, and Labels For the Fair*.
- 812 Vol. 30:43 Ja'31. *A Miniature World Fair*. E. L. Wallace. Teaching device for stimulating interest.
- 803 Vol. 2:286-90. *Our County Fair*. M. Morse.
- 826 Vol. 13:324 Mr'31. IV. *Our Fall Festival*. A. C. Brady.
- 68 12-3. III. *Plan of the Fair Grounds*.
- 820 Vol. 34:68 O'25. Pr. *A Primary Fair Project*. R. Angelo.
- 68 7. I. *Raising Peanuts*. Having a peanut stand for the fair.
- 234 33-8. I-VI. *A School Activity*. Account of the number experiences provided for each grade through the Annual Spring Festival.
- 28 24. Pr. *The School-garden Fair*. A fitting climax after experience in spring gardening, summer care of garden and fall harvesting.
- 803 Vol. 1:299-301 F'25. *Some Group Projects That Grew Out of Experiences of the Children*. A. Littell. The county fair and the birthday party.
- 803 Vol. 6:121. IV. *The State Fair*. G. Beazley.

FAIR (cont'd)

- 804 Vol. 5:73-80 O'25. II-VI. *A Trip Around the World*. N. Connelly and Others. Culminating in World's Fair.
820 Vol. 35:29 Je'26. Int. *A World's Fair*. D. Meliza.

FAMILY

- 176 69. I. *Comparing Sizes of Families*.
100 411-3. I. *The Family*. Stresses study of the work of various members.
68 20-50. I. *The Family*.
254 61-2. I. *The Family*.
254 153. I. *The Family*.
224 5-6. I. *The Family as a Unit*.
388 37-9. Kdg. *The Family Home*.
290 151. IV. *Family Life*. Number content, suggested activities and correlations.
380 119-229. II. *How the Community Provides for the Needs of the Family*. Wide range of activities.
380 71-112. II. *How the Family Depends upon Farm Workers for Food*. Interdependence of people.
102 1-11. I. *How the Family Plays*.
380 45-67. I. *How the Members of a Family Group Help One Another in Work and Pleasure*.
834 Vol. 10:71-3 D'30. I. *Playing Families*. T. Villani and L. Kersten.
834 Vol. 10:193 Je'31. I. *Study of Family Life*. A. Hockenbary.
342 38-54. Kdg. *To Develop an Awareness of the Relationships, Duties, and Responsibilities of Members of the Family*.

FARM

- 726 1-4. I. *Adventures in Farming*. V. Lyles.
298 5. V-VI. *Agriculture*. Improve farm procedure and enrich lives of farmers.
102 1-13. II. *Building a General Farm—Farm Life*.
304 21-9. Kdg.-II. *A Class Trip to the County Farm*.
212 140-2. Kdg. *Construction of a Farm*.
834 Vol. 9:67-8 D'29. II. *Creative Work in a Second Grade*. S. Zalkin. Farm life.
324 63-80. VI. *4-H Elementary Club Work*. Poultry raising; animal raising; fruit growing; fishes and fish ponds.
164 51-4. Kdg. *The Farm*.
18 157-65. Kdg. *The Farm*. Making a model farm.
34 59-74. I. *Farm*. Care of animals stressed.
162 3-5. I. *The Farm*. Building a farm in a sandtable.
136 64-6. I. *A Farm*.
164 69-75. I. *Farm*.
298 6. I. *Farm*.
172 75-9. I. *The Farm*. General study of farm life.

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- 270 8-16. I. *The Farm*.
- 28 79-80. Pr. *The Farm*. Study of products of agriculture, live stock, and poultry.
- 62 315-9. Pr. *The Farm*.
- 104 72-3. II. *The Farm*. Constructing a farm out of doors at the school; dramatization of a play.
- 102 1-23. II. *The Farm*. Detailed unit on farm life.
- 120 21. II. *The Farm*. Safety-education project.
- 384 7-9. II. *The Farm*.
- 138 121. II. *Farm*.
- 354 68-74. IV. *The Farm*. The truck farm, fruit raising, dairy farm, poultry farm.
- 52 157-67. I. *Farm Activities*. Planning and building a house, barn, road, windmill. Care of farm animals and planting of gardens.
- 236 101-4. Kdg. *Farm Activity*. Unit stimulating reading readiness.
- 240 74-9. I. *Farm Activity*.
- 20 239-40. *Farm and Cattle-Ranch*. Use sandtable to make miniature farm and locate houses, cattle, etc.
- 874 Vol. 45:29 S'27. I-II. *A Farm and City Project*. L. Ranson.
- 14 Vol. 4:18-27. I. *The Farm and Country Life Project*. Primarily art expression.
- 20 363-6. *Farm and Garden Work*.
- 218 88-95. I. *Farm Animals*. Study of pets and domestic animals.
- 226 25-9. I. *The Farm in the Fall*.
- 226 35-6. I. *The Farm in Spring*.
- 372 62-71. Kdg. *Farm Life*. General study.
- 370 43-6. Kdg.-I. *Farm Life*.
- 228 31-3. I. *Farm Life*.
- 854 Vol. 18:966-8 Je'31. I. *Farm Life*. M. E. Brown.
- 264 38-46. I. *Farm Life*. Art unit.
- 136 90-2. I. *Farm Life*.
- 714 1-16. I. *Farm Life*. Detailed study of farm life.
- 134 1-3. I. *Farm Life*.
- 298 14. I-II. *Farm Life*.
- 104 56-7. II. *Farm Life*. Bibliography.
- 800 Vol. 16:3-6 O'30. *Farm Life in the Social Studies*. M. Eckhardt.
- 334 93-5. Kdg. *Farm Project*. Construction with blocks and on sandtable.
- 804 Vol. 4:301-3 Mr'25. I. *A Farm Project*. E. Roger.
- 234 66. I. *Farm Project*. Account of children's number experiences.
- 808 Vol. 49:34 S'31. Pr. *A Farm Project*. A. F. Deane.

FARM (cont'd)

- 808 Vol. 48:58 S'30. *A Farm Project for the First Grade*. M. Whitaker.
- 50 188-9. I. *Farm Study*. A study for city children designed to extend their knowledge and interests of farm life.
- 202 16-8. I. *Farm Study*.
- 718 1-6. I. *Farm Unit*. R. Naugle and Others.
- 64 135-83. I-II. *The Farm Unit*.
- 824 Vol. 7:77-9 Ja'29. II. *The Farm—A Unit in Geography*. H. Chowning.
- 288 1-17. I. *The Farmer's Relation to the Community*. Detailed unit.
- 294 227. III. *Farming*. Raising corn and wheat.
- 150 9. V. *Farming*. Farming in Canada.
- 296 100-1. VI. *Fertilization—A Step in Reproduction*.
- 130 196-206. II. *Finding Out About Farm Life and Building a Farm*.
- 130 198-206. III. *Finding Out About Farm Life and Building a Farm*.
- 876 Vol. 33:190-2 Mr'25. *From Truck Farm to Grocery Store*. B. B. McFarland.
- 704 1-16. *Fundamentals of Our Fertilizer Problem*. "Concise information on the fertilizer problem in the United States and showing the relation of the Muscle Shoals project to this."
- 882 Vol. 30:45 S'30. Kdg. *Hillside Farm*. E. Hagstrom.
- 106 90-1. IV. *How Did Man Learn to Be a Farmer?* Study of history of farming.
- 242 63-76. I. *How The Farmer Helps Us*.
- 856 Vol. 8:16-8 S'31. Pr. *How the Farmer Helps Us*. P. Stamey.
- 294 391. I. *Journey to the Farm*. Buildings, implements and work of farm are considered in imagination.
- 814 Vol. 38:134-7 My-Je'26. *Kindergarten Activities During the Month of June*. Dr. J. Merrill. Farm life in June.
- 396 52-68. VII. *Life in the Chief Farming Regions of the World*.
- 356 46-66. *Life on the Farm*. Dramatization, playing games, excursions to the farm, all interpretative of farm life and used to motivate the Three-R's.
- 268 40-2. I. *Life on the Farm—Nutrition*.
- 42 15. I-II. *Making a Barn*. A design with blocks.
- 58 59. I-II. *Making a Farm*. Making farmhouse, fence, clay animals, trees, streets.
- 218 116. II. *Making a Farm*. Excursion, discussion, illustration in construction.
- 298 7. II. *Making a Farm*.
- 42 119-20. I-II. *Making a Farm Scene on the Sandtable*.

FARM (cont'd)

- Used to show all the things the children are thankful for at Thanksgiving time.
- 354 70. IV. *Making a Truck Farm on Sandtable.*
- 874 Vol. 44:769 Je'27. III. *Model Homes and Farms for Third Grades.* L. McCrae.
- 330 2-6. I. *Our Barnyard.*
- 886 Vol. 10:173 My'25. I-II. *Our Farm.* F. C. Fox.
- 800 Vol. 15:41-3 Je'30. I. *Our Farm Assembly.* D. H. Her-
rington.
- 136 30-2. I. *Our Farm Life Activity.*
- 882 Vol. 26:620 Je'27. *Our Farm Project.* E. Greenbaum.
- 14 Vol. 2:98-106. I. *A Plan Based on a Trip to a Farm.* Ap-
proach reading through the use of booklets based on chil-
dren's own experiences.
- 292 121-6. I. *A Plan Based On a Trip to a Farm.* Emphasis
on reading through the use of booklets based upon children's
experiences.
- 388 39-42. Kdg. *Playing Farmer.*
- 124 37-8. IV. *Ranch.* Stresses the "if" problem in studying
arithmetic. A ranch constructed on a sandtable.
- 888 Vol. 25:35 Ap'29. Kdg. *A Ranch Project in the San Fer-
nando Valley.* L. Van Meikle.
- 248 104-24. V. *Ranching.* Chief types of ranching carried on
in North America: fruit, truck, dairy; stock; cotton, sugar
(beet and cane), wheat, corn, mixed.
- 832 Vol. 1:135 My'28. I. *Reading Project, The Barn Yard.*
B. Christian.
- 14 Vol. 2:106-8. I. *A Second Plan Based on a Trip.* Trip to
the farm.
- 344 202-6. V. *Small Farming Regions.* Making a chart show-
ing products, etc.
- 824 Vol. 10:3-6 S'31. I. *Social Studies the Basis of a Year's
Work.* G. Naumann. Units on farm life and city life.
- 14 Vol. 2:325-9. II. *A Study Lesson Based on an Excursion.*
Class visits farm.
- 14 Vol. 4:463-508. Pr. *The Study of Farm Life.*
- 824 Vol. 7:108-9 F'29. IV. *A Study of Shelter on the Farm.*
R. White.
- 800 Vol. 16:10-3 Ap'31. *Their "Little-Farm" Project.* F. Shaw.
- 46 225-6. I. *A Trip to a Farm.* Booklet of experiences.
- 820 Vol. 34:28 My'25. III. *A Third-Grade Language Curricu-
lum.* B. De Sutter. Projects on farm and Indian life.
- 246 128-38. I. *The Truck Farm.* Development of ideas con-
cerning a truck farm; excursion to a truck farm; divisions
of garden; work of truck farmer; irrigation; harvesting,
marketing, etc.
- 244 23. I. *The Truck Farm.* Fine and practical arts activities.

FARM (cont'd)

- 354 69-70. IV. *Truck Farming*. Discussion of relation and importance of agriculture to man's needs.
294 308. VI. *Truck Farming*.
812 Vol. 24:220-6 S'25. Int. *A Typical Farm in the Corn Belt: A Project*. A. E. Shirling.
100 389-97. I. *Unit on Farm Life*. Stresses use and care of different animals.
396 193-213. VIII. *The Use of the Farm Lands*.
700 50-9. I. *A Visit to a Farm*.
238 39-42. I. *A Visit to the Farm*.
242 29-35. V. *Western Farms and Ranches*. Geography.
158 14-7. VIII. *Winning a Living from the Soil*.

FIRE

- 12 112-3. I. *Experiences with Fire*. Use of fire in heating, cooking, beautifying, burning; also dangers of fire.
14 Vol. 8:281. VI. *Fire and Burning*.
14 Vol. 5:332. III. *Fire Cannot Burn Without Air*.
14 Vol. 5:233-6. I. *Necessity of Air to Fire*.

FIRE DEPARTMENT

- 366 36-40. Pr. *The Fire Department*.
716 1-9. Pr. *Fire Department*. Mehlenbacher and Others.
294 395. II. *Fire Department*. A study of the fire house equipment.
54 237-8. III. *Fire Department*.
366 81-3. VI. *The Fire Department*. Kinds of insurance and its values.
366 77-81. VI. *The Fire Department*. How to prevent fires.
366 74-7. VI. *The Fire Department*. Study of fire-resistive and fire-proof materials.
246 178-89. I. *Fire Protection*.
244 26. I. *Fire Protection*. Suggestions for fine and practical arts activities.
38 123-7. III. *Fire Protection*.
104 48-9. II. *Fire Protection Project*.
236 104-8. Kdg. *The Fire Station*. Activity emphasizing safety situations.
264 27-33. II. *The Fireman*. Art unit.
174 126-33. II. *The Fireman*.
218 144-6. II. *The Fireman*.
104 75. II. *A Fireman Play*.
202 30-1. II. *Firemen*.
880 Vol. 11:42-4 O'31. I. *The First Grade Learns About Firemen*.
242 44-7. Kdg. *How the Fireman Helps the Family*.
270 37-41. II. *How the Fireman Helps Us*.

FIRE DEPARTMENT (cont'd)

- 366 41-8. Pr. *How We May Help the Fireman.*
64 47. I-II. *Making a Fire House.*
360 49-55. Kdg. *Making a Fire Truck and Playing with It.*
304 41-3. III-IV. *Our Trip to the Fire Station.*
32 70-4. *Playing Fireman and Rescuers.*
58 75-7. Kdg.-II. *Studying the Fire Department.*
120 33-6. III. *A Unit of Study About Fire Protection.*

FIRE PREVENTION

- 382 83-5. I. *Development of Charts on Fire Prevention.*
132 64. VI. *Fire and Fire Drill.*
874 Vol. 44:476 F'27. *Fire Prevention.* N. W. Walter. Project for a civics class.
286 26. *Fire Prevention. Safety.*
170 33-41. I-IV. *Fire Prevention.* C. C. Kerr. Auditorium activity.
880 Vol. 9:44-6 O'29. I-VI. *Fire Prevention.*
170 41-50. V-VII. *Fire Prevention.* Auditorium activity.
286 38. VI. *Fire Prevention.*
808 Vol. 48:128 O'30. *Fire Prevention Day in Grammar Schools.* J. C. Hill.
880 Vol. 11:42-3 O'31. Pr. *Fire Prevention Exhibit.*
880 Vol. 11:44-6 O'31. I-VI. *Fire Prevention in the Home.* Safety unit.
820 Vol. 36:42 O'27. Pr. *Fire Prevention in the Primary Grades.* V. Hobbs.
120 40. IV. *Fire Prevention Week.*
120 46-7. V. *Fire Prevention Week.*
120 48-9. V. *Poster on Fire Prevention.*
258 60-4. V-VI. *Preventing Fires.* Studying the causes of fire.
880 Vol. 10:44-6 O'30. I-VI. *Safety.* Fire prevention study.

FISH

- 234 70. I. *Care of Fish.* Account of number experiences in the unit.
238 115-6. IV. *Crawfish.*
14 Vol. 5:405-9. *Fish.*
342 160. Kdg. *Fish.*
238 116-7. IV. *Fish.*
238 157-9. V. *Fish.*
154 54-60. Kdg. *Fish and Birds.*
288 1-59. V. *Fisheries of the World.*
360 82-4. II. *Fisherman's Wharf.*
248 28-34. IV. *Fishermen of California.*
248 67-73. IV. *Fishing.* Fishing regions, fish, products made from fish, and the fish commission.

FISH (cont'd)

- 180 29-31. V. *Fishing*. Why cod fishing on the east coast and salmon fishing on the west coast?
- 180 186-99. V. *Fishing*.
- 266 54-60. V. *Fishing*. Art unit.
- 150 9. V. *Fishing*. Study of fishing in Canada, Newfoundland, Labrador, Greenland, and Iceland.
- 344 238-44. V. *Fishing*.
- 376 158-67. V. *Fishing*.
- 294 308. VI. *Fishing in United States*. Discuss method of catching codfish, drying, salting, and packing.
- 18 250. V. *Fishing Industry*.
- 386 2-15. V. *How Are the Needs of Man Met by the Fishing Industry?*
- 182 129. VI. *How the United States Makes Use of the Fisheries and By-products*.
- 700 142-5. V. *In the Fogs of Newfoundland*. Fishing is the leading topic studied.
- 396 68-83. VII. *Life of the Fishermen*.
- 396 234-9. VIII. *Our Fish and Fishery Products*.
- 820 Vol. 35:30 My'26. Int. *Our Fisheries*. B. McFarland.
- 392 204-7. V. *Oystering*.
- 812 Vol. 25:236-9 S'26. VI. *A Study of United States Fisheries: A Sixth Grade Project*. G. Parnell.
- 274 11. V. *Visit to a Fish House*.

FLOWERS

- 258 279. V-VI. *Arranging Flowers Considering Combination of Flowers and Bowls*.
- 32 54. I-VI. *Arranging Flowers for the Lunch Table*.
- 820 Vol. 40:55 Je'31. *Art Lessons in Flower Arrangement*. E. Eckford.
- 238 177-80. VI. *An Autumn Flower Show*.
- 390 21 Kdg.-I. *Bulbs*.
- 172 223-4. I. *Bulbs*.
- 820 Vol. 40:21 Mr'31. *Bulbs for the Schoolroom*. E. Persing.
- 296 87-8. V. *Cross-Pollination*.
- 14 Vol. 5:252-3. I. *Detailed Study of the Dandelion*.
- 14 Vol. 5:251-2. I. *Detailed Study of the Violet*.
- 860 Vol. 9:11 Ja'31. A.G. *Elementary School Flower Show*. C. L. Miller.
- 58 69-70. Kdg.-II. *Finding Out About Wild Flowers*. Stories, drawings, poems, color harmony.
- 820 Vol. 35:58 F'26. I. *First-Grade Florists*. R. Angelo.
- 12 118. I. *Florist*. Study display of flowers and buying of plants.
- 14 Vol. 5:436. *Flowering Herbs*.
- 390 20. Kdg.-I. *Flowers*.

FLOWERS (cont'd)

- 238 30-1. I. *Flowers*.
- 138 114-5. I. *Flowers*. H. Croom.
- 238 87-8. III. *Flowers*.
- 122 17. IV. *Flowers*. Excursions and flower charts.
- 874 Vol. 45:792 Je'28. II. *The Flower Garden—A Second Grade Play*. P. Staats.
- 44 104-10. III. *Flower Pageant*. Original play using names of wild flowers for characters.
- 104 60-2. II. *Flower Project*. Making of a garden; making and filling May baskets; trip to the greenhouse; trip to the woods; etc.
- 876 Vol. 33:304-6 My'25. III. *A Flower Project*. H. Voight.
- 152 90. IV. *A Flower Sale*. Brief suggestions for emphasizing arithmetic.
- 828 Vol. 4:3 N'30. I. *A Flower Show as a First-Grade Activity*. M. Ogden.
- 876 Vol. 34:337 My'26. *A Flower Spelling Project*. A. Knight.
- 122 58. V. *Garden Flowers*.
- 122 126-7. VI. *Gardening Flowers*. The propagating of plants from layering and cutting.
- 42 107. I-II. *Gathering Flowers*.
- 152 34. Kdg. *The Greenhouse*. Providing for number experiences.
- 238 119-20. IV. *The Iris—the Kansas City Flower*.
- 258 76. V-VI. *Learning the Names of Flowers*.
- 256 277. III-IV. *Making Pressed Flower Books*.
- 256 276. *Mounting Wild Flower Collection*.
- 820 Vol. 36:31 Ap'27. Int. *The Observance of National Wild-Flower Day*. M. Henry.
- 172 197-207. I. *Our Trip to the Greenhouse*.
- 888 Vol. 26:33 S'30. II-III. *Our Wild Flowers*. H. Harris.
- 138 126. I. *Planting and Caring for Flowers*. L. Boylan.
- 882 Vol. 29:56-60 S'29. I. *Project in Flower Arrangement*. C. Rogers and M. Waite.
- 804 Vol. 5:83-4 O'25. IV-VI. *Project Lesson for October*. J. Trowbridge. Flowering plant project.
- 296 73-4. IV. *Protection of Wild Flowers*.
- 32 64. I-VI. *Raising Bulbs*. Bulb-raising contest.
- 296 88-9. V. *Some Wild Flowers Almost Exterminated*.
- 820 Vol. 40:29 Mr'31. *Spring Comes to Flowerland*. M. A. Chaffee.
- 238 118-9. IV. *Spring Flower Study*.
- 100 652-3. IV. *A Study of Flowers*.
- 356 19-22. I. *Study of Wild Flowers*.
- 154 146. II. *Studying Wild Flowers*. Brief statement of unit.
- 820 Vol. 34:32 Ap'25. A.G. *Suggestions for a Wild-Flower Day Program*. M. Van Cleve.

FLOWERS (cont'd)

- 296 72-3. IV. *Use of the Flower to Plants.*
- 256 193. III-IV. *Wild Flower Exhibit.* Exhibit, label, and place in families.
- 872 Vol. 42:568-70 Je'25. *A Wild Flower Project.* K. Chalmers.
- 20 228-9. *Wild Flower Project.* Developing a knowledge of flowers through local excursions. Making an exhibit.
- 820 Vol. 36:62 Ap'27. Pr. *A Wild-Flower Project.* N. Walter.
- 820 Vol. 34:47 Ap'25. II. *A Wild-Flower Project.* N. Connelly.
- 238 180-2. VI. *Wild Flower Protection.*
- 856 Vol. 7:16-8 S'30. I-VI. *Wild Flower Study at Cullowhee and the Cardinal Principles.* C. Camp.
- 14 Vol. 5:436-41. *A Wild Flower Study Trip.*
- 122 59-61. V. *Wild Flowers.* Identification of weeds and flowers and means of controlling weeds.
- 122 105-7. V. *Wild Flowers—Bloodroot.* Study wild flowers in general.
- 258 215. V-VI. *Wild Flowers for Exhibit.*
- 122 107-8. V. *Wild Flowers—Hepatica.*
- 122 108. V. *Wild Flowers—Pussy Willow.*
- 332 18-22. I-VI. *Wild Flowers—A School Project.*
- 122 109. V. *Wild Flowers—Skunk Cabbage.*
- 122 157-60. VI. *Wild Flowers of Spring.*
- 238 77-9. II. *Winter Buds.*

FOOD

- 14 Vol. 7:268-70. Int. *Classifying Foods According to the Work Which They Do.*
- 322 63-4. III. *Cleanliness in the Handling and Preparing of Food.*
- 820 Vol. 35:82 D'25. *The Cocoa Children.* Account of rural school lunch hour.
- 14 Vol. 7:263-5. Int. *Considering Breakfast Foods as a Food.*
- 874 Vol. 46:288 D'28. *Eat to Live.* A. M. Way.
- 14 Vol. 7:265-8. Int. *Eggs and Meat as Articles of Diet.*
- 252 320-2. VI. *Enterprises Which Will Contribute to a Better Understanding of How the World Provides Itself With Food.*
- 252 323-6. VI. *Enterprises Which May Grow Out of an Interest in Foods and Clothing.*
- 274 28. V. *Excursion to Market as Source of Food Supply.*
- 110 10-2,14,18,23. Kdg.-Pr. *Food.*
- 200 147-8. I. *Food.*
- 108 19-20. I. *Food.* Foods a child should eat, emphasizing artistic and industrial information.
- 66 36-43. II. *Food.* Its evolution from primitive to modern man, with emphasis on modern life.
- 108 29-30. II. *Food.* Art project.
- 200 150. II. *Food.*

FOOD (cont'd)

- 108 38-40. III. *Food*. Value of dairy and farm products as a food to pastoral people.
- 294 408-9. III. *Food*. Sources and methods of securing food; preparation of food.
- 108 48-50. IV. *Food*. Effect of the introduction of farming upon the life of man.
- 354 78-9. IV. *Food*.
- 66 123-33. IV. *Food*.
- 108 63-5. V. *Food*. How commerce has affected the food supplies of the world.
- 66 190-204. V. *Food*. Evolution from primitive to modern.
- 108 81-4. VI. *Food*. How did the economic conditions of the Middle Ages affect food supplies?
- 66 272-83. VI. *Food*. Food of modern world.
- 196 9-31. III. *Food and Drink*.
- 874 Vol.45:124-6 O'27. *Food and Good Manners Project*. M. Davis and M. Lofgren.
- 240 22-33. I. *Food Experiences*.
- 190 59-61. VIII. *The Food Needs of Our Bodies*.
- 224 6-7. I. *Food of the Family*.
- 256 155. IV. *Food, Shelter, Clothing, Heat, Lighting, Transportation, etc.*
- 216 80-6. III. *Food Study*.
- 34 158-69. IV. *A Food Study*.
- 270 30-7. II. *The Food Supply*.
- 136 16-8. IV. *Food Value*.
- 254 64. II. *Foods*.
- 254 155. II. *Foods*. Study of iceman, milkman, grocer, farmer.
- 228 36-41. II. *Foods*.
- 218 159-63. III. *Foods*.
- 226 58-60. III. *Foods Which Make for Health*.
- 826 Vol.11:376 Je'29. IV. *A Geography Project*. V. Mau. Food project.
- 200 181-6. III. *How Do People of Other Countries Meet the Needs of Food, Clothing, Shelter, and Recreation?*
- 100 479. IV. *How Do We Get Our Food?*
- 268 46-7. II. *How Lynn Gets Its Food Supply*. Health unit.
- 14 Vol.7:252-4. Int. *How Much and What Kinds of Food Should One Eat?*
- 240 186-9. III. *How Our Basic Needs Are Supplied*. Food, shelter, clothing, transportation, and communication.
- 190 65-8. VIII. *How to Buy Food and How to Judge Its Value*.
- 190 61-3. VIII. *How to Select and Plan a Diet*.
- 196 25-37. VI. *How We Are Fed*.
- 182 53. IV. *How We Are Supplied With Meat, Eggs, Fish*.
- 182 56. IV. *How We Get Beverages*.
- 48 Vol.11:119-25. A.G. *How the World Is Fed*.

FOOD (cont'd)

- 28 175. Pr. *Lists of Foods*. Make lists previous to going marketing.
- 12 52-5. I. *Lunch*. Includes preparing lunch, eating, conversing, and cleaning up.
- 382 32-53. Kdg. *Lunch Period*. Stenographic report of work period, housekeeping and lunch period, exercises, and discussion.
- 382 17-8. Kdg.-I. *The Lunch Period*. How this activity may provide for worthwhile conversation.
- 138 104. I. *Lunch Shelf*. M. Dozier.
- 14 Vol. 3:83-4. Pr. *A Luncheon Plan Outline*.
- 820 Vol. 38:33 Ja'29. A.G. *Making the School Lunch Educative*. M. Bellows.
- 820 Vol. 38:44 D'28-Ja'29. A.G. *Making the School Lunch Educative*. M. Bellows.
- 710 1-13. *Meat, Poultry, and Egg Supply of New York City*. Woodward Galpin.
- 294 213. II. *Needs of People*. Food, clothing, shelter, tools, transportation.
- 116 31-9. Kdg.-Pr. *Nutrition*.
- 116 87-97. IV. *Nutrition*. Foods and their preparation.
- 116 146-55. V. *Nutrition*. Study and preparation of foods.
- 116 200-11. VI. *Nutrition*.
- 834 Vol. 11:56 N'31. VII. *A Nutrition Project*. D. Weld.
- 834 Vol. 9:170 My'30. *A Nutrition Project at Central Avenue School*. R. Wharton.
- 296 27-8. I. *Our Food*.
- 820 Vol. 34:30 Mr'25. III. *An Outline for Teaching Third-Grade Geography*. L. Dinius. Food, shelter, clothing.
- 44 232-5. VI. *Planning, Preparing, and Serving a Hot Lunch*.
- 296 35-6. II. *Plants as Food for Us*.
- 32 6. I-VI. *Preparing and Serving Lunch*.
- 28 48-9. Pr. *Preparing Breakfast*.
- 58 36. Kdg.-II. *Preparing the Daily Lunch*.
- 14 Vol. 7:247-50. Int. *Preparing Foods for Luncheons*.
- 62 338. Pr. *Preservation of Food*.
- 66 40-1. II. *Preservation of Food*. Drying of fruits and vegetables in hot ovens.
- 162 30-2. IV. *Preserving Food*.
- 356 121. II. *Preserving Foods*.
- 710 1-12. *Primitive Foods*. E. Browning.
- 14 Vol. 3:517-22. Pr. *Putting Away Food for Winter*. Making jelly, drying foods, burying vegetables, and early methods of preserving foods.
- 14 Vol. 7:250-2. Int. *Putting Things Away for Winter*. Food project.

FOOD (cont'd)

- 844 Vol. 48:10 My'31. A.G. *A Rat Tale*. N. Smith. Food study and experimentation with rats.
- 820 Vol. 35:41 Ja'26. II. *A Second Grade Food Project*. F. Brumbaugh.
- 152 29-31. Kdg. *A Series of Luncheons*. Suggestions for providing number experiences.
- 878 Vol. 5:229-34. II. *The Sevens Discover How the City Gets Bread*. A. Hughes.
- 828 Vol. 1:2-4 N'27. *A Social Science Situation in the Elementary Schools*. How fish help to meet man's need for food.
- 28 51. Pr. *Sources of Foods*.
- 14 Vol. 3:512-7. Pr. *Studies Related to the School Luncheon*. Suggested activities in relation to units on milk as a food, kinds of foods, and diet.
- 820 Vol. 38:37 Ja'29. Pr. *The Study of Food in the Primary Grades*. F. Matthews.
- 706 27-41. II. *Studying New York's Food Supply*.
- 14 Vol. 7:262-3. Int. *Studying the Uses of Corn for Food*.
- 820 Vol. 40:60 D'30. *Teaching Children to Eat Fruit Regularly*. L. Roberts.
- 820 Vol. 40:70 F'31. *Teaching Children to Eat Good Breakfasts*. L. Roberts.
- 820 Vol. 40:54 Ap'31. *Teaching Children to Eat Vegetables*. L. J. Roberts.
- 820 Vol. 40:56 Mr'31. *Teaching the Place of Sweets in the Diet*. L. J. Roberts.
- 834 Vol. 9:174-6 My'30. *A Teaching Unit on Foods*. J. Sherr.
- 824 Vol. 6:149-51 Ap'28. IV. *Unit of Work in Fourth Grade*. E. Shamberger. Food.
- 803 Vol. 7:119-23 N'30. *Unit of Work With Foods*. R. G. Strickland.
- 18 248. *Values of Food*. Children determine a well-balanced meal, using information as to food values.
- 66 74-8. III. *Value of Modern Diet*.
- 242 77-93. I. *Where Do We Get Our Food?* Bread, meat, and salt.
- 106 88-90. IV. *Where Does Our Food Come From and What People Are Working to Supply It?*
- 240 104-9. II. *Where We Get Our Food*.
- 66 41-2. II. *Why Study of Food Is Essential to a Good Citizen*.

FORESTS

- 170 295-302. II-IV. *American Forest Week*. Assembly program including a play, "Building a Birch Canoe."
- 170 302-8. V-VII. *American Forest Week*. Assembly program of songs, poems, and talks.

FORESTS (cont'd)

- 720 18-9. IV. *Caring for the Forests*. Duties of forest rangers and study of nature and fire conditions.
- 18 250. *Conservation of Forests*.
- 14 Vol. 8:186-92. IV. *Conservation of Forests*.
- 120 39. IV. *Conservation of Forests*. Safe measures to save forests.
- 888 Vol. 22:586 N'26. VI. *Constructive Fire Prevention and Forestry*. H. W. Georgi.
- 258 171. V-VI. *Forest Fire Prevention*.
- 366 63-70. IV. *Forest Fires*.
- 238 143. V. *Forestry*.
- 278 139-42. VII. *A Forestry Booklet*.
- 812 Vol. 26:86-93 Mr'27. VIII. *Forestry—An Eighth Grade Project*. W. D. Broderick.
- 812 Vol. 24:237-9 S'25. V. *A Forestry Project*. K. V. Gray.
- 294 250. IV. *Forests*. The lake regions.
- 396 222-34. VIII. *The Forests and How the Forest Products Are Used*.
- 288 1-48. V. *Forests—Products and Industries*.
- 182 147-9. VI. *How the Forest and Jungle Lands Affect Life in South America*.
- 182 127-9. VI. *How the Forest Resources of the United States Have Played an Important Part in Development*.
- 396 42-52. VII. *Life in the Great Forests of the World*.
- 366 58-62. IV. *Our Forests and Forest Conservation*.
- 296 103-5. VI. *Protection of Forests*.
- 338 87-90. V. *The Spirit of the Forest*. Play showing periods through which American forests have passed.
- 100 665-6. VI. *A Study of Forest Fires*.
- 100 654-8. V. *A Study of Timber*.

FRANCE

- 322 82-4. VI. *Correlations With a Products Map of France*.
- 248 187-98. VI. *France*. Relations and contacts with the United States. French life, industries, agriculture, manufacturing, commerce, etc. Detailed unit.
- 112 255-62. VI. *France*.
- 344 298-304. VI. *France*. Exploration and colonization by the French, and the commercial interdependence of France and the United States.
- 268 44-5. VI. *France*. Health unit.
- 106 329-32. V. *A French Festival*.
- 714 24-31. III. *French Peasant Life*.
- 106 161-3. V. *What Is Life in France Like and What Are Some of the Ways in Which the French People Are Related to Other Peoples of Europe and to Us?* An outline for study.

FREEDOM

- 160 26. VII. *Early American Spirit of Freedom*. Literature unit.
160 51. VIII. *Freedom and Democracy*. Literature unit.
158 28-31. VIII. *Growth of Freedom of Speech and the Press*.
160 25. VII. *Stories and Songs of Freedom*. Literature unit.

FRONTIER LIFE

- 710 1-21. *Frontier Life*.
306 27-31. V. *Following the Frontier*.
166 40-2. IV. *Struggle for Existence and Life on the Frontier*.

FRUITS

- 218 176-7. III. *Bananas*.
150 49. V. *Bananas*. Banana growing in West Indies, and Central America.
330 94-7. IV. *Banana Unit*.
252 86-7. IV. *Enterprises Which Contribute to a Study of Fruits*.
354 22-3. I. *Fruit Exhibit*.
288 1-41. V. *The Fruit Industry*. Detailed unit.
102 1-37. VI. *The Fruit Industry*.
710 1-7. *Fruit Market*. D. Stull.
150 29. V. *Fruit Raising*. Study of the orange industry.
128 80-1. IV. *Fruit Raising and Packing*.
40 385. I. *Fruits*.
710 1-4. *Fruits and Vegetables*.
238 143-5. V. *Fruits as Seed Containers*.
138 100-3. V. *Fruits of Our Country*. M. Washburn.
820 Vol. 39:49 O'30. *How We Grow Fruit*. F. Dumond.
64 64-5. I-II. *Making a Fruit Stand*. Make stand of crates and fruit of clay.
716 1-18 Pr. *Oranges*. E. Hager and L. Claney.
716 1-8. Pr. *Oranges and Grapefruit*. C. May and Others.
820 Vol. 36:54 My'27. *A Science Project*. F. Huckaby. Citrus fruits.
122 20. IV. *Seeds and Fruits*. How seeds are scattered; making seed charts, etc.
220 146-9. VI. *The Story of Pineapples*.
298 5. *Strawberries*. Study of the origin, culture, and marketing of strawberries.
808 Vol. 47:526-7 Mr'30. *A.G. Trip to Banana Land*. E. D. Chapman.

FURNITURE

- 390 66-8. Kdg.-I. *Construction*. Constructing a house and furniture.
138 118. Kdg. *Doll Furniture*. I. Barkley.

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- 56 151-2. *Furniture for Houses in the Play City.*
726 1-2. V. *Furniture for Library Corner.* H. Gluck.
32 64-5. VI. *Home Furnishing for Janitor.* Problem in planning furniture.
324 96-117. VII. *Household Furnishing.* Making bamboo and rattan furniture; sheet metal work.
726 1-2. V. *Library Furniture Project.* A. E. Jones.
32 6. I-VI. *Made Furniture for Schoolroom.*
10 47-9. I-II. *Making Doll Furniture.*
28 49. Pr. *Making Furniture.*
138 26-8. I. *Making Furniture for a Breakfast Room.* M. Graham.
138 73. I. *Making Furniture for Our Doll House.* A. Wert.
138 120. II. *Making Large Furniture.*
138 57. III. *Making Library Furniture.* M. Moore.
138 143. III. *Making Library Furniture.* M. Haywood.
22 97. II-VI. *Making Tables and Chairs.*
64 16. I. *Making of Toy Furniture.*
14 Vol. 7:194-5. Int. *Studies Related to the Furniture.*
14 Vol. 3:507-8. II-III. *The Study of Furniture.* Making furniture of boxes; comparison of our furniture with that of earlier peoples.

GAMES

- 16 185-8. *Checkerboards.* Checkerboards were made by the children. Progressive checkers played at their party.
176 90. I. *Counting Groups for Games.* Number work stressed.
176 136. III. *Games.* To provide occasion for use of numbers.
294 410-1. III. *Games and Pastimes.*
230 160-1. IV. *Games and Play.*
232 120-8. I-II. *Play and Game Experience.* Games selected are suited to the various times of the year as well as the interests of the children.
356 16-8. I. *Playing Marbles.*
58 42-3. Kdg.-II. *Playing Outdoor Games.*
12 64-72. I. *Plays and Games.* Activity plays, dramatic plays and hiding and finding plays.
268 51-3. VI. *Olympic Games.* Health unit.
124 82. VI. *Record Baseball Scores.* Arithmetic project.
378 233-6. VI. *School Track Meet.*
172 98-100. I. *Spring Games.*
18 111-9. *World Series.* Study of baseball, health rules, broadcasting, etc.

GARDENING

- 32 45. Kdg. *Clearing Ground for Sunflower Planting.*

GARDENING (cont'd)

- 803 Vol. 7:467-73 My'31. *Elementary School Garden Program in Minneapolis Public Schools.* J. Hall.
- 820 Vol. 40:16 My'31. *Flower Gardens as a Center of Interest.* G. M. Kemp.
- 104 64. Kdg.-II. *Flower-Plot Gardens.*
- 238 151-4. V. *Friends and Enemies of the Garden.*
- 162 7. I. *The Garden.* Manual activities.
- 294 615-8. Pr. *Garden Activities.*
- 6 100-38. I. *The Garden and City Market.*
- 256 338. III-IV. *Garden Planning.* Arithmetic project.
- 28 78-9. Pr. *Garden Products.* This includes kinds, parts of plants used, care, harvesting, marketing, and preparation for table.
- 298 26. *Garden Project.*
- 876 Vol. 33:303 My'25. *A Garden Project.* K. Ross.
- 282 88. Kdg. *Garden Project.* Dramatizations.
- 238 150-1. V. *Garden Sale.*
- 110 45. I. *Gardening.* Number content in connection with gardening.
- 226 35-5. I. *Gardening.*
- 254 154. I. *Gardening.*
- 202 18-21. I. *Gardening.*
- 28 138-47. Pr. *Gardening.* Instructions to teacher in presenting gardening to children.
- 122 40-4. IV. *Gardening.* Suggested activities as charts, booklets, observations, etc.
- 238 164-7. V. *Gardening.*
- 122 103-4. V. *Gardening.* Prepare soil, cultivate and care for plants, know how plants live, grow, multiply.
- 324 53-63. VI. *Gardening.*
- 122 123-5. VI. *Gardening—Bulbs.* How to plant bulbs indoors and out of doors.
- 820 Vol. 35:36 Mr'26. *Gardening for School Children.* E. M. Burton.
- 820 Vol. 35:32 Ap'26. II. *Gardening for School Children.* E. M. Burton.
- 820 Vol. 39:39 F'30. *Gardening for Young Children.* C. Larsen.
- 282 87. Kdg. *Gardening in a Window Box.*
- 374 139-41. I. *Gardening—One Phase of a Study of the Farm and Farm Life.*
- 28 191. I-II. *The Gardening Project.*
- 122 154-7. VI. *Gardening—Tubers and Bulbs.* Study of soil and plants.
- 232 55-6. I-II. *Gardens and Plants.*
- 246 26-37. Kdg. *Green House.* Outlines studies and outcomes.
- 152 28-9. Kdg. *Growing Beans.* Suggestions for practical application of arithmetic.

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- 378 77-9. II. *Indoor Gardens.*
- 32 195. VI. *Landscaping.* Plans for planting flowers and shrubs.
- 218 163-6. III. *Make a Vegetable Garden.*
- 130 504. Kdg. *Making and Caring for a Garden.*
- 254 81. Kdg. *Making and Caring for a Garden.*
- 58 72. Kdg.-II. *Making a Community Flower Garden.* Planting seeds collected and labeled in the fall.
- 42 124. I-II. *Making Desk Gardens.*
- 218 21-2. Pr. *Making a Garden.*
- 218 117. II. *Making a Garden.*
- 218 149. II. *Making a Garden.*
- 176 136. III. *Making Gardens.* Measuring calls for the use of numbers.
- 220 79-82. Int. *Making a Garden.*
- 258 302. V-VI. *Making a Garden.* Drawing to scale as a motivation for arithmetic.
- 38 140. IV. *Making a School Garden.* Planting, raising, selling garden products.
- 32 50. I-VI. *Making Trellises for Newly Planted Vines.* Window boxes were made, filled, and planted.
- 32 178. Pr. *Making Vegetable Gardens.* Planting, caring for, and selling vegetables.
- 888 Vol. 26:55 Ja'30. V-VI. *Miniature Gardens.* L. Scanlan. A community project.
- 802 Vol. 10:13-5 My'30. I. *Mr. McGregor's Garden.* R. Leary.
- 282 101-5. Kdg. *Our Garden.*
- 300 69-72. I. *Our Sandtable Easter Garden.* Activity included the planting of seed and potatoes.
- 876 Vol. 33:303 My'25. *Planning for the Spring Garden.* A. S. Corneveaux.
- 820 Vol. 40:38 Ap'31. *Planting a School Garden.* E. C. Persing.
- 804 Vol. 5:406-7 My'26. VI. *A Project in Art and Agriculture.* H. Georgi. School gardens.
- 818 Vol. 12:27-30 Ja'31. *Project in a Rural School.* E. D. Davies. Gardening.
- 324 47-53. V. *School and Home Ground Improvement.* Simple landscape gardening.
- 802 Vol. 10:7 Je-Jl'30. A.G. *The School Garden.* F. A. Lewis.
- 378 193-200. V. *The School Garden.*
- 124 74. V. *School Garden.* Measurement; surface and linear.
- 888 Vol. 26:35-6 N'30. *School Gardening in Los Angeles.* C. F. Palmer.
- 850 Vol. 19:266-9 Mr'31. *A School Nursery Project.* B. McKinstry.
- 876 Vol. 34:196 Mr'26. I. *A Seed Planting Project.* B. Winn.
- 176 90. II. *Seeding Window Boxes.*

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- 296 55-6. III. *Some Seasonal Changes in the Garden.*
 800 Vol. 16:12-4 F'31. *Success in Schoolroom Gardening.* H. Barton.
 122 174-5. Int. *Summer Garden Projects.* Caring for gardens planted in the spring.
 22 172-3. III-VI. *Taking Care of a Garden.*
 882 Vol. 30:315-6 Ja'31. *Three Home and Garden Projects.* W. Bumpass.
 110 73. III. *Vegetable Garden.* An activity involving the use of number.
 176 136. III. *Visits to the Gardener and Florist.*
 800 Vol. 16:3-5 Ap'31. *What a School Garden Is Doing for the Community.* E. O. Smith.
 20 223-8. *Window-Garden Project.*
 240 173-7. II. *Window Gardens.*
 826 Vol. 13:325 Mr'31. *A Winter Garden.* V. F. Hammond.

GEOGRAPHY

- 858 Vol. 12:19-20 O'30. Int. *Correlating Geography With Reading.* L. Hackworth. Suggested activities.
 820 Vol. 37:42 Ap'28. Pr. *An Easy Geography Lesson.* L. Mearns. Lesson on, "The Little Rabbit That Didn't Know Directions."
 166 55-65. IV. *The Effect of Geographical Controls on the Life and Characteristics of People.*
 136 114-6. VI. *Geography.* Making collections of coal, iron, food products, manufactured goods, etc. Also constructing peasant huts.
 260 95-7. Int. *Geography Activities.* Suggested activities for promoting world friendship.
 826 Vol. 12:385-8 My'30. *Geography and Art.* R. L. Baker. Geography project.
 820 Vol. 35:40 Je'26. *Geography by the Label Method.* F. Weaver.
 820 Vol. 37:46 Ja'28. IV. *A Geography Device.*
 138 36. IV. *A Geography Play.* S. Sandifer.
 820 Vol. 37:101 F'28. *A Geography Project.* B. Swartz.
 804 Vol. 8:479-82 My'29. V. *V-A Geography Project.* L. R. Kravig.
 820 Vol. 37:91 Mr'28. V. *A Geography Project.*
 298 8. VI. *Geography Project.* Study of state in which pupils live.
 878 Vol. 6:232-7 S'29. Kdg. *Geography With Five-Year-Olds.* L. S. Mitchell.
 240 194-5. III. *How to Tell Directions.*
 258 57-9. V-VI. *Imaginary Automobile Trip.* Selecting a car, a route, and points of interest.

GEOGRAPHY (cont'd)

- 240 195-7. III. *Land and Water Forms*.
- 878 Vol. 5:217-24. *Making Young Geographers Instead of Teaching Geography*. L. S. Mitchell.
- 288 1-81. III. *Man in Relation to the Sun*. Life in the Hot Lands-Congo. Life in the Cold Lands-Eskimo.
- 302 55-8. IV. *Mountainous Lands*. Influence of environment on people.
- 824 Vol. 8:49-53 D'29. *Nature of Units in a Course of Study in Geography*. E. P. Parker.
- 808 Vol. 48:128 O'31. *Our Geographics*. N. W. Walter. Grammar school makes its own geographies.
- 366 15-20. Pr. *Physical Features and Directions*.
- 236 80-3. Kdg. *Physical Forces and Materials*.
- 130 127-31. III. *Picturing Santa Clara by Products Map and Peep Shows*.
- 820 Vol. 35:89 My'26. Pr. *Primary Geography*. N. C. Barrett.
- 820 Vol. 40:18 My'31. Pr. *Primary Geography Lesson*. L. W. Mears.
- 820 Vol. 38:40 Ap'29. III. *A Project in Home Geography*. R. Clark.
- 808 Vol. 48:60 S'30. IV. *Report Project in Geography*. L. M. Bower.
- 878 Vol. 5:234-8. *Research Work in the Museum for Ten-Year-Olds*. H. Falk. Introduction to world geography.
- 354 44-50. III. *Salt Lake Valley*.
- 138 33-6. IV. *Scenes From Distant Lands*. H. Gabriel.
- 826 Vol. 13:289-94 F'31. VII. *Seventh Grade Geography*. F. Branom.
- 144 65-8. IV. *Some Geography Puzzles*.
- 230 221-5. V. *State Life*. Study of maps, physical features, transportation, etc.
- 252 81-4. IV. *Suggested Activities in Studying the Lives of Peoples of Arabia, Palestine, and Egypt*.
- 302 63-8. IV. *Temperate Lands*. Influence of climate on people.
- 820 Vol. 39:40 S'30. Pr. *Two Primary Geography Lessons*. L. W. Mears.
- 230 226. V. *Ways of Living*. Zones, climate, surface features in different countries.

GERMANY

- 344 310-8. VI. *Germany*. Relation between Germany and the United States. Commerce, immigration, World War, Germany's contribution to world culture.
- 248 198-206. VI. *Germany*.
- 112 262-70. VI. *Germany*.
- 106 158-9. V. *Life in Germany*.

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- 322 88. VI. *Making the Black Forest Real.*
400 111-27. IV. *The Rhine River and Its Delta Land.* Geography.
242 63-74 IV. *The Rhine River and Its Delta Land.* Geography.

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- 816 Vol. 4:38 D'31. III. *City Government.* Home geography project.
186 14. III. *City Government.* Art project.
322 67. VIII. *Current Congressional Acts.*
138 124-6. VI. *Electing Our President.* W. I. Bost.
156 255-73. VII. *A Government by the People.*
276 8-20. VI. *How Has Man Lived and Governed Himself in Varying Environments?*
294 102-3. IV. *New Orleans.* Historical as well as present-day civic management of the city of New Orleans.
322 60. VIII. *Peace Slackers.* Estimating the number of qualified voters not participating in the 1928 presidential election.
322 62. VII. *Practice in Election Procedure.*
294 117-8. VIII. *A Study of the Declaration of Independence.*
158 46-50. VIII. *Working for the Government.* Study of laws governing government employees.

GREAT BRITAIN

- 268 48-50. VI. *British Commonwealth.* Health unit.
166 92-104. VI. *The British Commonwealth of Nations.*
306 70-81. VI. *The British Empire.*
856 Vol. 7:174-6 F'31. VII. *The British Empire.* F. Goodman and B. Kelley.
50 233-8. V. *British Isles.* "Why do the British Isles lead the world in manufacturing and commerce?"
112 245-55. VI. *British Isles.*
196 19-29. VI. *The British Isles.*
168 20-4. VII. *Early Evidence of a Neighborhood Spirit Among the English.*
812 Vol. 30:111-9 Mr'31. *England.* C. B. Fawcett.
248 229-45. VI. *Great Britain.*
344 282-97. VI. *Great Britain.* Great Britain as our mother country, influence on our government, and our present commercial relations with Great Britain and her colonies.
362 81-3. VI. *How the English Nation Grew.*
362 77-9. VI. *How the English Nation Was Made.*
820 Vol. 37:57 Ap'28. *New Problems and Projects for the Teaching of Great Britain.* M. T. Johnson.
154 179-87. VI. *A Puppet Show.* Making play about Great Britain.

GREAT BRITAIN (cont'd)

- 4 294-5. VI. *Study of Growth of Power of People in England.* The Magna Carta, House of Commons, etc.
- 106 155-7. V. *What Is Life in the British Isles Like and in What Ways Are the Peoples of These Countries Related to Other Peoples and to Us?*
- 30 168-73. VI. *Why Has Great Britain Become the Leading Commercial Nation of the World?* Study of resources in waterways and climate of Great Britain.

GREECE

- 266 42-51. VI. *Ancient Greece.* Art unit.
- 824 Vol. 8:103 F'30. V. *The Ancient Greeks Correlated With English.* B. Machin.
- 808 Vol. 49:291 D'31. IV-VIII. *The Civilization of Ancient Greece.* J. O. Creasman.
- 102 1-22. VI. *Contributions of the Greeks to Civilization.* Detailed study.
- 288 1-23. IV. *The Cultural Development of the Greeks and Romans.* Detailed unit.
- 710 1-6. *Fourth Century Greece.* R. House.
- 888 Vol. 27:46 Je'31. VI. *A Grecian Activity.* C. Hall. Life in Athens.
- 246 367-71. III. *Greece.* Materials, procedure, subject matter, and correlation with other subjects.
- 244 36. III. *Greece.* Suggested art activities.
- 714 1-39. V. *Greece.* Study of myths, literature, men of old Greece, Panathenaic Procession, Theras and his town, bibliography.
- 166 18-27. VI. *Greece.*
- 306 20-8. VI. *Greece.*
- 874 Vol. 44:770 Je'27. *Greek History Made Vital.* J. O'Garro.
- 710 1-37. *Greek Life.* M. Stock. Detailed study including information and bibliography.
- 102 1-25. IV. *Greek Life.* Information and references included in the study.
- 224 41-61. IV. *Greek Life.*
- 186 39-51. V. *Greek Life.*
- 114 115-21. IV. *The Greeks.*
- 138 42-3. VI. *History Activity.* M. Bridges. Unit on Greece.
- 872 Vol. 42:324-7 F'25. *History Lessons in Grammar Grades.* M. Waters. Greek history.
- 700 154-9. VI. *Introducing Greece Through the Olympic Games.*
- 340 5-15. VII. *Old World Beginnings.* Ancient Greek and Roman civilizations.
- 800 Vol. 16:6-8 Je'31. *Plays About the Greeks.* C. R. White.
- 818 Vol. 11:77-9 S'30. *Projects in Greek Life.* M. Davis.

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- 820 Vol. 37:57 Ja'28. VI. *A Sixth Grade History Project*. F. Knofler. Greek history.
- 4 286-9. IV. *Study of the Greek People*. Especial emphasis upon the genius of the Greek people in the field of art, letters, and philosophy.
- 882 Vol. 29:487-90 Ap'30. V-VI. *Three Greek Friezes in Tempera*. J. K. Smith.
- 882 Vol. 27:570-5 My'28. VI. *Vitalizing History Through Art*. S. Hammond. Unit on Medieval Greek and Roman history.

HALLOWE'EN

- 876 Vol. 33:543 O'25. *An All-American Hallowe'en*. R. Rice.
- 352 23. Kdg. "Guess Who I Am." Hallowe'en activity.
- 388 55-6. Kdg. *Hallowe'en*.
- 164 22-4. Kdg.-Pr. *Hallowe'en*.
- 14 Vol. 4:158-60. A.G. *Hallowe'en*. Possible art activities.
- 12 93. I. *Hallowe'en*.
- 52 136-8. I. *Hallowe'en*.
- 240 53. I. *Hallowe'en*.
- 202 42-3. I-II. *Hallowe'en*.
- 218 187-8. Pr. *Hallowe'en*.
- 170 83-5. II-IV. *Hallowe'en*. Auditorium program.
- 120 50. VI. *Hallowe'en*. Safety-education project.
- 808 Vol. 48:117 O'31. Pr. *Hallowe'en and the School*. W. Winslow.
- 882 Vol. 26:58 S'26. V-VI. *A Hallowe'en Cart*. V. Davis.
- 144 25-6. IV. *Hallowe'en Celebration*.
- 146 25. V. *Hallowe'en Celebration*. Planning a party.
- 882 Vol. 31:122 O'31. III. *A Hallowe'en Corner*. E. Steen.
- 240 68-74. I. *Hallowe'en Costume Party*.
- 170 85-92. V-VII. *A Hallowe'en Farce*. Play for auditorium program.
- 882 Vol. 27:89-92 O'27. I-VI. *Hallowe'en Make-Ups*. F. M. Rich.
- 820 Vol. 35:71 O'26. II-III. *Hallowe'en Number Project*.
- 876 Vol. 33:551 O'25. *A Hallowe'en Party*. M. R. Hoge.
- 300 72-5. I. *A Hallowe'en Party*.
- 154 101-4. I. *A Hallowe'en Party*.
- 234 65-6. I. *Hallowe'en Party*. Account of pupils' number experiences.
- 240 148-52. II. *A Hallowe'en Party*.
- 64 561-9. I-VI. *A Hallowe'en Party*.
- 52 75-7. Kdg. *Hallowe'en Party Project*.
- 820 Vol. 37:57 O'28. *A Hallowe'en Play*. M. B. McKechnie.
- 882 Vol. 31:116-7 O'31. I. *Hallowe'en Posters*. Mrs. V. Bass.
- 800 Vol. 17:17 O'31. III. *Hallowe'en Sale*. A. B. Caldwell. Emphasis on arithmetic.

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- 240 133. II. *How We Can Enjoy Hallowe'en.*
240 230. III. *How We Can Enjoy Hallowe'en.*
820 Vol. 39:58 O'30. *Mother Hallowe'en's Children.* L. Baker.
888 Vol. 25:34-5 O'29. *My Hallowe'en Party.* E. S. Westerhouse. A nature project.

HARBORS

- 812 Vol. 24:234-6 S'25. Int. *The Development of a World Port: Hampton Roads.*
804 Vol. 4:393-6 My'25. IV. *Geography in the Fourth Grade.* H. Newton. Boston Harbor project.
294 237. IV. *Harbor.*
294 304. VI. *Harbors—United States.* A study of the harbors in relation to trade routes.
218 138. II. *Make a Wharf.*
256 44-8. IV. *Making a Book of Imports and Exports That Pass Through Los Angeles Harbor.*
710 1-5. *New York Harbor.*
258 32-4. V-VI. *Studying the Harbor.*

HAWAII

- 220 65-8. IV. *Activities Around Primitive Life in Hawaii.*
266 41-8. IV. *Hawaii.* Art unit.
248 144-9. V. *Hawaii.*
268 44-5. IV. *Hawaiian Islands.* Health unit.
128 116-8. V. *Hawaiian Islands.*
44 48-52. II. *Hawaiian Project.* An arithmetic project of selling Hawaiian punch.
360 179-85. III. *Learning About the Hawaiian Islands.*
256 52-61. III. *Taking a Trip to the Hawaiian Islands.* Class book recording experiences of a trip.
712 IV. *A Trip to Beautiful Hawaii.* K. Niland.
808 Vol. 47:783 Je'30. *Two-Stories From Far-Off Hawaii.* H. Berkey.
888 Vol. 23:153 Mr'27. VI-VIII. *Vocational Agriculture in Hawaii.* K. Robinson.

HEALTH

- 14 Vol. 5:332-3. III. *Air and Our Breathing.*
700 172-3. VI. *An Apple a Day.* An attempt to substitute an apple for candy.
322 22. I. *The Care of a Baby.*
116 53-5. Kdg.-Pr. *Care of the Eyes.*
116 171-6. V. *Care of the Eyes.*
20 287-8. *Care of Feet.*
116 55-7. Kdg.-Pr. *Care of the Feet.*
116 238-41. VI. *Care of the Feet.*

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- 116 50-3. Kdg.-Pr. *Care of Nose, Throat, and Ears.*
- 116 44-7. Kdg.-Pr. *Care of Skin, Hands, and Scalp.*
- 116 105-10. IV. *Care of Skin, Hands, and Scalp.*
- 116 220-30. VI. *Care of Skin, Hands, and Scalp.*
- 116 170. V. *Care of the Teeth.*
- 116 47-50. Kdg.-Pr. *Care of Teeth and Mouth.*
- 116 110-8. IV. *Care of Teeth and Mouth.*
- 116 230-8. VI. *Care of Teeth and Mouth.*
- 876 Vol. 33:518-21 O'25. A.G. *The Children's Health Crusade of the Prairies.* R. D. Meyer.
- 190 27-9. VII. *Cleanliness in Its Relation to Physical and Mental Health.*
- 254 64-5. II. *Comfort and Health.* List of activities contributing to comfort and health.
- 254 155-6. II. *Comfort and Health.* Studying light, heat, and furnishings.
- 820 Vol. 35:32 My'26. A.G. *Correlation of Health Teaching With History.* B. Swope.
- 14 Vol. 5:32-3. *Daily Inspection Aids Health Habits.*
- 874 Vol. 45:26 S'27. IV. *Doctor Health.* M. M. Wyckoff. Health operetta.
- 876 Vol. 33:459 S'25. Pr. *A Dramatization for Health Day.* M. I. Elliott.
- 876 Vol. 34:26-33 Ja'26. A.G. *The Eight Rules of Health in Procession.* S. Chase. A health project.
- 116 62-4. Kdg.-Pr. *Elimination of Waste.*
- 116 118-21. IV. *Elimination of Waste.*
- 826 Vol. 11:16 S'28. I. *A First Grade Health Project.* D. McLaughlin.
- 116 42-4. Kdg.-Pr. *Fresh Air and Sunshine.*
- 116 101-5. IV. *Fresh Air and Sunshine.*
- 116 159-70. V. *Fresh Air and Sunshine.*
- 138 145. III. *Good Health Play.* I. Snellings.
- 800 Vol. 16:43 N'30. *Good Health Project.* A. F. Clarke.
- 874 Vol. 44:812 Je'27. III. *Good Health—A Project.* B. M. Hanson.
- 834 Vol. 9:126-9 Mr'30. VIII. *Guinea-Pigs and Child Health.* R. Odell and L. Williamson.
- 820 Vol. 37:67 F'28. Pr. *Happy Health Habits.* M. H. Huesing.
- 382 57-60. Kdg. *Health.*
- 342 82-90. Kdg. *Health.*
- 14 Vol. 8:27-33. A.G. *Health.* Suggestions for correlation with language and literature.
- 220 72-5. IV. *Health.*
- 290 169-70. V. *Health.* Outline of number content, suggested activities and correlations.

HEALTH (cont'd)

- 874 Vol. 44:392 Ja'27. *Health Activities*. L. Buddemeyer.
 42 41-69. I. *Health Activities*. Games stressing posture, clean teeth, out-door-mindedness, and physical activity.
 218 36-8. Pr. *Health Activities*.
 44 94-100. III. *Health Activities*.
 218 166-9. III. *Health Activities*. Make a scrap book containing pictures of fruits and vegetables.
 64 542-53. I-VI. *Health and Cleanliness*. Teaching good habits of living and providing opportunity for exercising these habits.
 322 21. VII. *Health and English*.
 236 93-8. Kdg. *Health and Safety*.
 226 47-8. II. *A Health Booklet*.
 820 Vol. 35:72 My'26. *Health Booklets*.
 820 Vol. 37:54 N'27. II. *Health Booklets*.
 874 Vol. 45:619 Ap'28. Int. *A Health Carnival*. V. D. Grogan.
 14 Vol. 8:19-27. A.G. *The Health Club*. General suggestions for organization.
 876 Vol. 33:458 S'25. II-III. *The Health Crusade and Lizzie*. A. S. Corneveaux.
 14 Vol. 8:42-5. A.G. *Health Education and Arithmetic*.
 14 Vol. 8:41-3. A.G. *Health Education and Art*.
 14 Vol. 8:46-50. A.G. *Health Education and Geography*.
 14 Vol. 8:45-6. A.G. *Health Education and Spelling*.
 803 Vol. 8:87-91 O'31. A.G. *Health Education in Early Elementary Grades*. R. Orgain.
 14 Vol. 5:68-72. *A Health-Habit Project*.
 14 Vol. 5:33-9. *Health Habit Records*.
 330 121-4. V. *Health Improvement in the Fifth Grade*.
 390 27-8. Kdg.-I. *Health Interests*.
 346 78-9. III. *Health Play*.
 820 Vol. 35:37 S'26. *Health Plays and Pageants*. M. H. Bellows.
 42 69. I-II. *Health Program*. A plan for mothers' visiting day.
 152 77-80. III. *A Health Program*.
 298 5. *Health Project*. To improve health of school children.
 800 Vol. 16:43 My'31. Kdg. *A Health Project*. T. Ritzman.
 834 Vol. 10:47-53 N'30. A.G. *A Health Project*. R. C. Schwiég.
 212 64. I. *A Health Project*. Dramatizations and poster making.
 820 Vol. 38:53 My'29. Pr. *A Health Project*. F. Knofler.
 876 Vol. 34:268 Ap'26. II. *A Health Project*. F. Eaton.
 874 Vol. 44:478 F'27. *A Health Project—"City Market."* W. R. Day.
 820 Vol. 36:48-9 Mr'27. III. *Health Projects in Third Grade*. E. Chillson.

HEALTH (cont'd)

- 874 Vol. 45:98 O'27. I. *A Health Project for First Grade*. A. Satterlee.
- 874 Vol. 45:314 D'27. *Health Rhyme Booklets*. Mrs. H. B. Jay.
- 803 Vol. 3:191-5. III. *The Health Shop*. E. Murphy.
- 820 Vol. 35:38 Ja'26. A.G. *The Health Store*. B. L. Swope.
- 14 Vol. 5:58-60. *Health Teaching in Arithmetic Lessons*.
- 14 Vol. 5:60-1. *Health Teaching in the Geography or Community Life Lessons*.
- 14 Vol. 5:61-6. *Health Teaching in Nature Study*.
- 14 Vol. 5:66-8. *Health Teaching Through Art, Handwork, and Construction*.
- 14 Vol. 5:41-51. *Health Teaching Through English*. Stories, poems, rhymes, and jingles.
- 14 Vol. 5:61. *Health Teaching Through the History Lessons*.
- 14 Vol. 8:37-41. A.G. *Health Teaching Through Literature*. Suggestions for use of stories, rhymes, and jingles; booklet-making.
- 14 Vol. 5:51-8. *Health Teaching Through Music*.
- 872 Vol. 43:419 Je'26. *A House of Good Health*. H. Skaar.
- 190 41-3. VII. *How the Bones of the Body Are Made and How They Are Arranged*.
- 190 50-2. VII. *How Breathing Fresh Air Stimulates the Body*.
- 190 68-9. VIII. *How Digestive Disorders Upset Proper Functioning of the Body*.
- 190 33-5. VII. *How Fresh Air and Sunshine Help to Keep One Well*.
- 190 54-5. VII. *How the Glands of the Body Meet the Body's Needs*.
- 190 46-8. VII. *How the Heart and Blood System Function*.
- 190 43-4. VII. *How the Muscles Function*.
- 876 Vol. 34:170 Mr'26. III. *How to Be Healthy*. K. O'Brien.
- 190 73-4. VIII. *How We May Secure Fresh Air*.
- 368 16-20. Kdg. *Hygiene*.
- 820 Vol. 36:66 S'27. II. *Hygiene Alphabet Project*. H. Haerberle. Poster project on health.
- 12 55-8. I. *Hygiene and Safety*.
- 876 Vol. 33:174-7 Mr'25. III. *A Hygiene Project in Third Grade*. J. Keenan.
- 190 37-9. VII. *Importance of the Proper Care of the Special Organs*.
- 190 52-4. VII. *The Internal Organs and Their Function*.
- 872 Vol. 43:320-2 F'26. VII-VIII. *A Junior American Medical Association*. C. E. Brackett. Junior high school health-club project.
- 258 38-40. V-VI. *Keeping Healthy*. Looking at the economic loss caused by poor health to develop a sound interest in proper health habits.

HEALTH (cont'd)

- 834 Vol. 9:135-7 Mr'30. *Lessons in Growing Up*. Account of discussions in hygiene and health in two Newark schools.
- 16 151-4. IV. *Making a Health Poster*.
- 58 39. Kdg.-II. *Making Health Rules*.
- 826 Vol. 12:200-4 Ja'30. *Making Our Health Reader*. H. Alexander and C. Alexandroff.
- 262 25. III. *Measuring and Weighing Children*.
- 190 63-5. VIII. *The Mechanical and Physiological Means of Digestion*.
- 874 Vol. 45:114-6 O'27. *The Milk Bottle Mansion*. A. Way. Health project to encourage children to drink milk.
- 872 Vol. 43:20-2 S'25. *Motivation of Hygiene*. B. Sand.
- 170 309-25. II-IV. *National Health Week*. Assembly program including two plays, "The Health Helpers," and "A Visit to Kingdom Health."
- 170 325-41. V-VII. *National Health Week*. Assembly program.
- 190 44-6. VII. *The Nerves, Their Structure, Use, and Care*.
- 808 Vol. 49:516-7 Mr'32. A.G. *An Orange Project*. K. Digney. Correlation of health and geography studies.
- 190 71-3. VIII. *Our Bodies' Need of Air*.
- 300 69. I. *Our Health Book*.
- 808 Vol. 48:314 D'30. *Our Health House*. E. Cage. All school health program.
- 820 Vol. 38:56-7 Ja'29. VIII. *Our Health Project*. C. Trevathan.
- 820 Vol. 38:53 D'28. VIII. *Our Health Project*. C. Trevathan.
- 296 21-2. I. *Our Senses*.
- 184 53-62. VIII. *Physical Health*.
- 14 Vol. 8:33-7. *A Play Given by a Health Club*.
- 804 Vol. 4:433-4 Je'25. II. *A Practical Project for Second Grade*. A. Anderson. Health project.
- 132 25. II. *Proper Care of Wounds and Attention to Cleanliness*.
- 394 49-53. IV. *A Reading Unit With Health Values*. B. Rhynier.
- 190 31-3. VII. *Rest, Relaxation, and Sleep in Relation to Health*.
- 826 Vol. 13:382-4 Ap'31. *Rogers School Strives for Health*.
- 116 39-42. Kdg.-Pr. *Sleep and Rest*.
- 116 97-101. IV. *Sleep and Rest*.
- 116 155-9. V. *Sleep and Rest*. Study of ventilation problems; constructing window boards.
- 116 211-20. VI. *Sleep and Rest*.
- 144 50. IV. *Study of Health*. Studying cleanliness, milk stations, proper diet, and general health rules.

HEALTH (cont'd)

- 190 55-7. VII. *A Study of the Skin, Hair, Nails and Teeth.*
810 Vol. 40:28-9 S'31. *Teaching Health Habits.* S. McGiffert.
116 256-9. VI. *Temperance.*
268 42-3. IV. *A Trip Around the World.* Health unit.
820 Vol. 38:49-51 Mr'29. Pr. *Trip to the Farm.* A. M. Corson.
A health project.
820 Vol. 35:52 Je'26. III. *A Unique Health Project.* J. Gowdy.
14 Vol. 5:29-32. A.G. *Use of Schoolroom Situations for Teaching Health.* School luncheons; proper light; rest and relaxation; illness; accidents; storms.
876 Vol. 33:253 Ap'25. IV. *Vitamine Brownie Sandtable.* E. Y. Cottrell.
14 Vol. 5:39-40. *Weighing and Measuring.*
330 89-90. III. *The Wide Awake Health Club.*
876 Vol. 33:45-7 Ja'25. *Who's Who in Health Land.* S. Maxwell.
190 35-7. VII. *Why Our Bodies Need Exercise.*
240 137. II. *Why We Have National Child Health Day.*

HEATING

- 14 Vol. 8:294-5. VI. *Electricity Can Be Used to Produce Heat.*
12 110. I. *Experimenting With Heating Possibilities of Sun.* Use of thermometer.
294 227. III. *Heat and Light.* Wood, coal, oil, gas, electricity and water power.
238 92-3. III. *Heat and Light.*
100 474. IV. *How Are Our Houses Heated and Lighted?*
182 68. IV. *How We Secure Heat and Light and a Water Supply.*

HEBREWS

- 808 Vol. 49:44 S'31. VII-VIII. *The Culture of a Great Civilization.* E. E. Roderick. Palestine and Hebrews.
708 87-91. *The Divided Kingdom—Israel and Judah.*
824 Vol. 7:14-5 S-O'28. III. *The Early Hebrews and Egyptians.* K. Muhlbach.
824 Vol. 7:110-1 F'29. III. *Early Hebrews—A Unit in History-Geography.* M. Kramer.
708 91. *The Fall of Jerusalem.*
224 4-41. IV. *The Hebrew—From Pastoral Life to Early Agriculture.*
710 1-29. *Hebrew Life.* O. Harris. Detailed unit.
214 129-36. III. *Hebrew Life.*
216 27-34. III. *Hebrew Life.*
708 75-9. *Hebrew Wanderers.*
708 79-83. *Moses, and the Conquest of Canaan.*

HEBREWS (cont'd)

- 44 219-31. *Palestine Project*. Emphasis placed on social aspect of Jewish situation as well as Mohammedan.
- 4 282-4. III. *Study of Pastoral Life*. Starting with the time of Abraham and the problems this life offered, up to the division of the Kingdom and the subsequent return to Jerusalem.
- 808 Vol. 49:287 D'31. Int. *A Trip to Palestine*. M. E. Smith.
- 824 Vol. 4:213 Je'26. *A Unit of Work in Geography-History*. M. Wallace. Moses, the Law-Giver.
- 708 83-7. *The United Kingdom of Israel*.

HISTORY

- 48 Vol. 11:143-52. A.G. *Ancient Civilizations*. The Persians, Greeks, Romans.
- 48 Vol. 11:80-3. *Ancient Man*. E. Reed. Suggested outline for developing the problem, "How did the ancient civilizations continue to develop and add to man's knowledge through exploration, discovery, and inventions?"
- 872 Vol. 43:340 F'26. VI-VII. *Creating an Interest in Sixth and Seventh Grade History*. L. H. Pickett.
- 48 Vol. 11:137-43. A.G. *Earliest Civilizations*. The Egyptians, Babylonians, Hebrews, Phoenicians.
- 224 22-7. II. *The Early Sea People*.
- 824 Vol. 8:15-8 S'29. IV. *Fourth Grade History Unit*. F. McGinity.
- 876 Vol. 33:23 Ja'25. *History for Beginners*. A. Bancroft.
- 876 Vol. 33:86 F'25. *A History Project*. L. P. Whinna. Story of William Tell.
- 876 Vol. 34:118 F'26. V-VI. *A History Project*. O. Roberts. Characters of history.
- 820 Vol. 38:58 My'29. VIII. *History Projects*. E. Doring.
- 872 Vol. 42:386 Mr'25. *History Through a Constructive Project*. E. T. Young. Wolfe's capture of Quebec.
- 824 Vol. 8:18-20 S'29. VI. *History Unit in a VI-A Class*. S. Frank.
- 156 99-103. VII. *How to Make an Historical Frieze*.
- 888 Vol. 25:42-3 O'29. *Living in History*. H. B. Alexander. History project.
- 356 287. IV. *Make Wheel of Progress*. Progress of homes, transportation, etc., from colonial period to present time.
- 252 506-11. VI. *Making a Frieze of the Story of the Argonauts*. G. Lovejoy.
- 274 45. V. *Making a Time Chart*.
- 820 Vol. 39:54-5 Mr'30. VII-VIII. *Project in History for Upper Grades*. W. W. Ludeman.
- 804 Vol. 6:82-5 O'26. III. *Some High Points in a III-B Project*. H. Gumlick. Coming of "white man" project.

HISTORY (cont'd)

- 882 Vol. 26:366-7 F'27. *Studies of "Ye Olde Tyme."* B. Wadsworth.
824 Vol. 9:16 S'30. VI. *A Unit of Work in History.* F. Toole.
Our nation's heritage.

HOLIDAYS

- 278 78-81. A.G. *An April Fool Party.*
368 14-6. Kdg. *The Child and the Special Holidays.*
148 67. VI. *A Day of Fun.* Preparing a program of real fun and humor for April Fool's Day.
372 277. II. *Father's Day.*
44 7-9. I. *Holiday Primer.* Original stories and free hand cutting on holiday parties.
882 Vol. 31:174 N'31. *A Holiday Project.* L. M. Graybill.
110 12, 14, 18, 22. Kdg.-III. *Holidays.*
360 114-9. I. *Holidays.* General discussion and references for possible units.
162 8-12. I. *Holidays.* Manual activities related to holidays, as making appropriate Christmas gifts, etc.
392 180-1. I-II. *Holidays.*
376 63-9. I-VI. *Holidays.*
246 331-42. II. *Holidays.* The following holidays are included: Columbus Day, Armistice Day, Thanksgiving, Christmas, Lincoln's and Washington's Birthdays, Easter, Mother's Day, and Memorial Day.
256 303-5. III-IV. *Holidays.* Days of each month to celebrate in school.
204 21-3. IV. *Holidays.*
284 33-4. VII. *Holidays.*
254 154. I. *Holidays and Special Days.*
244 22. I. *Holidays and Special Days.* Art activities.
254 63. I. *Holidays, Special Days.* List of activities for various occasions.
354 15-9. I. *Special Day Interest—National.*
354 60-1. III. *Special Days.*
284 53-6. VIII. *Special Days.*
236 83-9. Kdg. *Special Days and Festivals.*
260 98-101. A.G. *Special Days of Many Lands.* Suggested method of promoting world friendship; list of special days of many lands.
390 16-20. Kdg.-I. *Special Holidays.* Hallowe'en, Thanksgiving, Christmas, St. Valentine's Day, Easter, Birthdays.
354 40-2. II. *Special Interest Days.*
256 166-7. IV. *Special Weeks and Days.*
100 424. II. *Why We Celebrate Holidays.*

HOLLAND

- 702 89-93. II. *An Airplane Trip to Holland.*
- 816 Vol. 3:38 D'30. III. *The American Cousins Visit Holland.* D. Cadwallader.
- 14 Vol. 6:164-9. Int. *A Brief Description of a Unit on Holland.* Reading phases.
- 712 1-19. III. *Broadcasting from Holland.* C. Mercer. Children take imaginary trip to Holland; copy of the program broadcasted.
- 48 Vol. 11:132. Pr. *Child Life in Holland.*
- 294 223. III. *Construction of Dutch Village.*
- 882 Vol. 30:181-3 N'30. *Creative Work in History; Holland and Japan.* E. Boylston.
- 136 94-6. II. *Dutch House.*
- 722 39. II. *Dutch Life.*
- 138 120. II. *Dutch Life.* E. Hales.
- 228 55-62. III. *Dutch Life: A Visit to Holland.*
- 138 49. I. *A Dutch Play.* K. Riddle.
- 874 Vol. 44:532-6 Mr'27. V. *A Dutch Project in Grade V.* H. Bowman and B. Green.
- 138 29. II. *Dutch Village.* L. C. Newman.
- 890 Vol. 12:13-6 Ap-My'31. III. *Eden Children Study Holland.*
- 824 Vol. 10:32 O'31. IV. *Geography Review Relative to Unit on Holland.* S. McGinty.
- 138 9. II. *Holland.* E. Carson.
- 138 151. II. *Holland.* E. Long.
- 244 37. III. *Holland.* Suggested art activities.
- 64 454-8. III. *Holland.*
- 246 359-66. III. *Holland.* Outline of subject matter; suggested procedures and activities.
- 204 7-9. III. *Holland.*
- 360 185-8. III. *Holland.*
- 138 108. III. *Holland.* T. Ashworth.
- 264 41-8. III. *Holland.* Art project.
- 268 44-5. III. *Holland.* Health unit.
- 112 146-52. IV. *Holland.*
- 252 472-82. IV. *Holland.* W. C. Ralston.
- 354 83-5. IV. *Holland.*
- 258 207. VI. *Holland.* A trip through Holland.
- 270 47-51. III. *Holland and the Dutch People.*
- 134 17-9. II. *Holland and Its Children.* Activities: making and furnishing Dutch house; making wooden shoes, costumes, etc.; painting pictures; writing and illustrating stories.
- 164 87-92. II. *Holland Life.*
- 724 1-6. III. *Holland Life.* Detailed unit including references.
- 820 Vol. 36:33 Mr'27. Pr. *A Holland Project.* E. Smedley.
- 320 25-8. Pr. *Holland Project Developed by "Winnetka Room."*

HOLLAND (cont'd)

- 876 Vol. 33:162-6 Mr'25. II. *A Holland Project for a II-B Grade.* A. Le Fond.
- 808 Vol. 48:534 Mr'31. Pr. *A Holland Unit.* C. Stevens. An outline for the study of the Dutch people.
- 240 214-9. III. *How the Dutch Child Lives in the Lowlands of Holland.*
- 890 Vol. 12:18-21 F'31. II. *An Impression of Holland.*
- 800 Vol. 16:15-7 My'31. Kdg.-Pr. *The Junior-Primary Goes to Holland.* E. M. Crooker.
- 856 Vol. 7:215 F'31. III. *"Let's Find Out About Holland."* M. Reid.
- 808 Vol. 49:522 Mr'32. *Life in Holland.* P. Curtis. Correlating all subjects in one unit of activity.
- 226 37-9. II. *Life in Holland.*
- 182 40. III. *Life in Holland.*
- 288 1-36. IV. *Living in a Temperate Lowland—Holland.* Detailed unit including bibliography.
- 302 58-63. IV. *Lowlands.* Emphasis on a study of Holland.
- 124 63. III. *Making a Dutch Farm.*
- 124 63. III. *Making Individual Dutch Houses.*
- 808 Vol. 49:534-5 Mr'32. Pr. *Market Day in a Dutch Village.* C. Mercer. A project for teaching "Holland and the Dutch People."
- 170 56-62. V-VII. *National Picture Week.* Auditorium activity representing Dutch life.
- 808 Vol. 48:544 Mr'31. Int. *Our Puppet Show.* G. H. Smith. Project on life in Holland.
- 820 Vol. 39:33-4 Mr'30. *Reading Lessons on Holland.* M. Grant.
- 820 Vol. 35:38 Mr'26. *A Study of Holland.* S. Jolly.
- 816 Vol. 1:33 Ap'29. *A Study of Holland.* M. Kincaid.
- 804 Vol. 4:391-3 My'25. I. *The Study of Holland.* E. Moore.
- 128 37-43. II. *A Study of Holland.*
- 374 126-7. II. *A Study of Holland.*
- 44 58-69. III. *A Study of Holland.* Activity culminating in a Dutch play for which scenery was constructed.
- 714 15-24. III. *Study of Holland.*
- 826 Vol. 7:228 F'25. IV. *Study of Holland.*
- 876 Vol. 33:178 Mr'25. III. *A Study of Holland for Third Grade.* L. Goeres.
- 808 Vol. 47:531 Mr'30. *Study of Life and Customs in Holland.* A. Knipple. A Dutch project.
- 808 Vol. 48:540 Mr'31. A.G. *A Study of Life in Holland.* Ruth Peterson.
- 154 115. I. *Trip to Holland.* Brief account of the activity.
- 154 95. IV. *A Visit to Holland.* Brief account.

HOME LIFE

- 48 Vol. 11:31. I. *City-Country Home Unit*. M. English.
- 164 54-9. I. *Community-Home*.
- 118 37-9. Pr. *Conversation (Home)*. Topics furnished by home experiences, imaginative material and picture study.
- 4 348-9. I-VI. *Design as Applied to Homes*.
- 52 81-2. Kdg. *The Family and the Home*.
- 228 17-28. I. *The Family and the Home*.
- 876 Vol. 33:456-8 S'25. I. *A Group of Home Makers*. W. Thornburg.
- 116 77-80. Kdg.-Pr. *The Healthy Home and Community*. Study of the control of infection.
- 116 80-2. Kdg.-Pr. *The Healthy Home and Community*. Study of the use of professional health service.
- 116 138-42. IV. *The Healthy Home and Community*. How to control infection.
- 268 46-7. VI. *Healthy Home and Community*.
- 246 38-46. Kdg. *Home*.
- 292 221-33. I. *The Home*.
- 172 83-8. I. *The Home*. Stresses difference between our homes and those of Washington and Lincoln.
- 172 131-41. I. *The Home*. Account of activities of study.
- 226 18-20. I. *The Home*.
- 200 146. I. *The Home*.
- 162 5-7. I. *The Home*. Manual activities related to study.
- 270 16-22. I. *The Home*.
- 62 312-4. I. *The Home*.
- 294 384-5. I. *Home*.
- 4 271-5. I. *Home*. How the home is supplied from the outside.
- 392 175-8. I-II. *The Home*. Study of members of the family and their duties.
- 800 Vol. 17:12 O'31. I-II. *The Home*. N. D. Showalter.
- 364 79-81. Pr. *The Home*. Suggested activities for training for citizenship.
- 290 127-8. Pr. *Home*. Suggested activities for arithmetic.
- 344 72-83. II. *The Home*.
- 290 160-1. V. *The Home*. Outline of number content, suggested activities and correlations.
- 284 52. VIII. *Home*.
- 236 89-93. Kdg. *Home and Community Life*.
- 230 206. I. *Home and Family*. Parent's and child's part in home.
- 218 79-86. I. *Home and Home Occupations*.
- 126 338-49. Kdg. *The Home, a Class Activity*. Construction of house and dramatization.
- 238 203-7. VI. *Home Improvement*.
- 390 13-5. Kdg.-I. *Home Interests*.

HOME LIFE (cont'd)

- 354 32-6. II. *Home Interests*.
352 8-10. Kdg. *Home Life*.
372 4-26. Kdg. *Home Life*.
370 8-21. Kdg.-I. *Home Life*.
294 156. A.G. *Home Life*.
264 31-8. I. *Home Life*. Art unit.
372 4-26. I. *Home Life*.
354 8-10. I. *Home Life*. Social relationships of family members.
376 5-15. I. *Home Life*.
180 25-31. I. *Home Life*.
180 15-25. I. *Home Life*.
290 178. VI. *Home Life*. Brief outline of suggested activities, correlations, and number content.
136 50-2. II. *Home Life of African and Indian Children*.
344 50-2. I. *Home Life of Children*.
52 73-5. Kdg. *Home Life Project*.
800 Vol. 17:36 S'31. I. *A Home Life Project*. H. Sundeen.
298 5. *Home-Making*. Learn standards of providing food, shelter, clothing.
28 41-5. Pr. *Home Problems*. Child's part as helper in home.
820 Vol. 35:70 O'26. *A Home Project*.
50 272. *Home Service*.
290 185-6. VI. *Homes*. Suggestions for arithmetic enrichment.
298 28. IV. *Homes of the World*. A study of the kinds of homes, peoples, etc.
102 1-8. I. *How the Community Protects the Family*.
268 43-5. I. *Life in the Home—Cleanliness*. Health unit.
294 212-3. II. *Meaning of Home*. What the home means, and the different kinds of homes with their interdependence.
888 Vol. 23:466 O'27. VIII. "*My Home*," *An Eighth Grade Project*. A. Hall.
242 15-20. Kdg. *Our Home*.
306 5-9. I. *Our Home*.
100 414. I. *Our Homes*.
334 42-61. I. *Relation of City Home to Country Home*.
820 Vol. 34:64 S'25. *A September Home Project Lesson*. E. Cummings.
14 Vol. 4:422-44. Pr. *The Study of Home Life*.
130 276-86. IV. *A Study of Homes*.
872 Vol. 43:132-4 N'25. *Teaching Children to Value Pretty Things in Their Homes*. F. J. Koch.

HOUSE

- 136 18-20. IV. *Bed Room Suite*.
64 47-8. I-II. *Build House of Blocks*.

HOUSE (cont'd)

- 130 69-86. I. *Building and Furnishing a Playhouse.*
- 138 48. I. *Building a Doll House.* A. Phifer.
- 138 127-9. II. *Building a Doll House.* A. Cain.
- 300 21-6. Kdg.-II. *Building a Doll's House.* Study of ventilation, sanitation, building of furniture, etc.
- 18 250. VII. *Building of an Apartment House.* Children draw plans, study the measurement and cost of the lot, taxation, interest, banking, and insurance.
- 18 251. Kdg. *Building of Doll's House.*
- 356 41-2. I. *Building a House.* Each child drew a plan for a house. The class chose one for use. Boys built the house and girls did the sewing.
- 356 41-6. I. *Building a House.* Planning, constructing, studying materials, and using arithmetic, reading, and language.
- 138 129. I. *Building a House.* M. B. Flowers.
- 120 18. I. *Building a House.* Safety-education project.
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- 10 43-4. I. *Building a Playhouse.*
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- 120 51. VI. *Construction of a Playhouse for Children in Lower Grades.* Safety-education project.
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- 360 17-9. I. *A Doll House.*
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- 152 47. I. *The Doll House.* Arithmetic unit.
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- 820 Vol. 35:52 S'26. I. *A Doll House Activity.* R. Angelo.
- 164 49-51. Kdg. *Doll House or Play House.*
- 820 Vol. 34:49 Je'25. A.G. *A Doll House Project in a One-Room School.* B. Howard.
- 368 81. Kdg. *The Doll Houses.*
- 138 47. I. *A Doll's House.* D. McCollum.
- 130 329-36. I. *Dramatization in the First Grade.* Account of dramatic play upon completion of playhouse.
- 808 Vol. 47:622, 708, 789 Ap-My-Je'30. *Evolution of the Doll House.* D. Cadwallader.

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- 352 36-8. Kdg. *The Home of the Three Bears*.
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- 804 Vol. 5:32-5 S'25. II. *The House and Garden*. H. Shaner.
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- 882 Vol. 27:621-3 Je'28. I. *A House Furnishing Project*. P. Rucker and Mrs. O. D. Couch.
- 820 Vol. 36:54 Mr'27. A.G. *House Furnishing Project for Rural Schools*. L. Eyrand.
- 808 Vol. 49:32 S'31. Pr. *The House in Child Art*. W. V. Winslow. A project in creative expression with house as theme.
- 106 27-36. III. *Houses*. Materials, methods of construction, lighting, etc.
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- 820 Vol. 37:38 N'27. *How the Playhouse Was Built*. M. F. Jay.
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- 352 28-31. Kdg. *Making a Play House*.
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- 360 13-7. Kdg. *Making a Playhouse and Garden*. How to build a large playhouse from boxes and paper.
- 130 477-8. Kdg. *Making a Stove for the Playhouse*. Construction of stove and study of foods and dishes.
- 820 Vol. 40:20-1 Je'31. *Modern Doll House and Its Furnishings*. H. F. Showalter.
- 28 82. III-IV. *Modern Homes*.

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- 800 Vol. 16:39-40 Je'31. II. *Our Playhouse Moved Outdoors*. G. Hunter.
- 136 92-4. I. *A Play House*.
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- 820 Vol. 37:50 Ja'28. I. *A Playhouse That Is a Real House*.
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- 803 Vol. 6:116-7. Kdg. *Playing House*. B. Hopkins.
- 130 60-9. I. *A Raggedy Ann House*. Construction of large cardboard house.
- 820 Vol. 35:53 Mr'26. Pr. *Rugs for the Doll House*. M. Grubb.
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- 58 72-3. Kdg.-II. *Studying the Construction of Houses*.
- 820 Vol. 35:60 N'25. Kdg. *The Thanksgiving-Christmas Doll House*. M. Goodlander.
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- 812 Vol. 30:49-57 F'31. *Deccan Village in India*. K. J. Sundaram.
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- 820 Vol. 38:46 Ap'29. A.G. *Hiawatha—A Project for Platoon Schools.* E. Bertie.
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- 200 160-4. II. *How Did the Indian, a Type of Primitive Man, Meet His Fundamental Needs?*
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- 816 Vol. 2:24-5 D'29. *Indian Attack Upon a Covered Wagon Train.* S. Cox. English project.
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- 710 1-5. *Indian Life in British Columbia.* R. Gilley.
- 800 Vol.16:3-6 N'30. *Indian Life in the Modern School Program.* A. Holdford.
- 800 Vol.17:8-12 N'31. III. *Indian Life in the Social Studies.* N. D. Showalter.

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- 298 4. I. *Indian Project*.
- 808 Vol. 48:114 O'31. Pr. *An Indian Project*. D. Daugherty.
- 888 Vol. 24:22-3 O'28. II. *An Indian Project*. A. Christensen.
- 298 24. III. *Indian Project*.
- 820 Vol. 35:36 Ja'26. Pr. *An Indian Project for the Primary Grades*. M. Roberts.
- 820 Vol. 38:55 Je'29. Pr. *Indian Project Suggestions*. E. Brown.
- 874 Vol. 46:412-3 Ja'29. *Indian Reading Booklet*. A. Knight.
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- 58 67-9. Kdg.-II. *Rearing Moths and Butterflies*.
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- 30 138. I-VI. *A School Magazine*.
- 820 Vol. 37:63 N'27. VII-VIII. *The Use of Magazines in the Grammar Grades*. R. Dempsey.
- 58 90-3. I-II. *Writing a Class Magazine*. School studies, current events, stories and poems.

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- 14 Vol. 8:264-5. VI. *The Earth, a Magnet*.

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- 296 83-4. V. *Electromagnets*.
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10 89. I-II. *Use of the Magnet*. Study to gain some idea of magnetic power.

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- 396 267-87. VIII. *The Growth of Manufacturing*.
354 56-7. III. *Manufacture of Woolen Cloth*.
248 40-7. IV. *Manufacturers*. Study of local industries.
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248 124-33. V. *Manufacturing*. Necessary articles for daily living; manufacturing centers; conditions favoring manufacturing.
386 1-12. VI. *Manufacturing*. Study of man's interdependence developed by his achievements.
376 199-221. VI. *Manufacturing*.
180 242-58. VI. *Manufacturing*.
344 216-30. V. *Manufacturing and Cities*. The influence of manufacturing on the concentration of population.
396 108-18. VII. *Manufacturing and the Growth of Cities*.
856 Vol. 7:99 N'30. A.G. *Manufacturing in North Carolina as a School Project*. B. Sipe.
196 47-57. VI. *Manufacturing in the United States*.
48 Vol. 11:125-9. A.G. *Modern Manufacturing*.
386 16-23. VI. *Principal Manufacturing Centers of the World*.
834 Vol. 10:197 Je'31. V. *Study of Manufacturing*. E. Mindes.
258 138 V-VI. *Studying Manufacturing by Advertisements*. Manufacturing of automobiles, furniture, dishes, clothes.
386 23. VI. *Why Has the United States Surpassed Her Neighbors in Manufacturing?* History of weaving, textiles and significant inventions.

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- 882 Vol. 30:342-6 F'31. *Children's Maps and Some Handcraft*. M. W. Spilhaus.
804 Vol. 9:482-4 My'30. *History Map Teaching*. J. H. Landman.
322 82. V. *Initial Unit in Map-making*.
258 141-2. *Making Maps*. Various map activities outdoors on the ground.
256 291-4. III-IV. *Making a Relief Map*.
50 432-4. V. *Making Sand-pan Map*.
132 64. VI. *Map School Locality*. Safety unit.

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- 248 60-7. IV. *Map Study*. Physical features, local and general. The globe, continents, oceans, etc.
- 874 Vol. 44:Mr'27. Pr. *Map Study for Primary Grades*. F. Brumbaugh.
- 156 94-9. VII. *Maps and What to Do With Them*.
- 826 Vol. 8:300-3 Ap'26. *Reproducing and Enlarging Outline Maps*. I. N. Van Hise.
- 20 194-7. *The State*. Use of the relief map, which can be made by the children.
- 10 89-90. Kdg.-I. *Study of the Globe and Maps*.
- 808 Vol. 49:205 N'31. Int. *The United States in Relief*. Sister Rosalina. Map making project.
- 240 197-9. III. *Use of Maps and Globes*.

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- 800 Vol. 17:15-6 S'31. Pr. *Arithmetic at the Roadside Market*. T. Miller.
- 322 60. II. *Buying and Selling at the Market*.
- 130 162-7. I. *The Children's Market*.
- 18 225-8. I. *City Market*.
- 216 18-27. III. *City Market*.
- 824 Vol. 3:46 Ap'25. Pr. *Constructive History-Geography Activities in Primary Grades*. G. Shipley. Meat market project.
- 152 60-1. II. *A Fruit and Vegetable Market*. Arithmetic unit.
- 300 13. I. *Going to Market*. Purchasing of fruit.
- 218 138. II. *Make Fish Market*.
- 242 28-30. Kdg. *The Market*.
- 120 29. III. *The Market*. Protection of health and life.
- 198 24-6. Kdg. *Market Building*.
- 803 Vol. 6:118. I. *Our City Market*. M. C. Webster.
- 246 76-85. Kdg. *Public Market*.
- 14 Vol. 3:116-23. III. *A Third Grade Program*. Account of a trip to a wholesale food market.
- 14 Vol. 2:322-3. II. *Using Reading in a Language Exercise*. Individual reports of a trip to the market.
- 294 228. III. *Visit Fish Market*. Note kinds of fish.

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- 800 Vol. 16:12-5 My'31. *The Community Keeps May Day*. M. Madden. Report of "The Pageant of Flowers" and "The Magic Gift," as produced by the school.
- 814 Vol. 39:132 My'-Je'27. *May Basket Project*.
- 12 103. I. *May Day*. Gather flowers, make May baskets, etc.
- 172 215-8. I. *May Day*. Class make baskets and maypole.
- 218 195. Pr. *May Day*.

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- 372 272-5. II. *May Day*.
346 28-31. Kdg. *May Day Celebration*.
52 85-6. Kdg. *May Day Project*.
334 91-3. Kdg. *May Day Project*. Party planned for first grade.
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820 Vol. 40:29 My'31. *May Festival*. Akre and Sloane.
14 Vol. 3:291-305. III. *A May Party*. A. E. Phelps. Planning an old English May party.
46 31-2. IV. *May Party*.
814 Vol. 39:133 My'-Je'27. *The May-Pole*.
876 Vol. 33:342 My'25. II. *A Spring Project—May Day*.
240 235. III. *What May Day Means to Us*.

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- 322 40. II. *Developing of the Table of Liquid Measure*.
378 250-3. VII. *How We Measure*.
176 161-3. III. *Measurement*. Temperature, heights, liquid measures, dozens, ounces and pounds, time, money.
232 66. I-II. *Measuring—Making Articles*. Learning of number by making doll clothes, furniture, etc.
258 67-8. V-VI. *Measuring Rainfall*.
10 83. I-II. *Playing with Materials for Measuring*. Cups, rulers, etc.

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- 116 187-94. V. *Control of Infection*.
116 248-56. VI. *Control of Infection*.
190 76-8. VIII. *Discoveries of Scientists Which Prevent and Control Communicable Diseases*.
190 74-6. VIII. *How Disease May Be Communicated and How Such Communication May Be Checked*.
190 69-71. VIII. *How Narcotic Drugs, Alcohol, and Tobacco Affect the Body*.
190 78-9. VIII. *Individual and Community Responsibility in the Prevention of Disease*.
190 79-83. VIII. *The Influence of Patent Medicines and Quacks*.

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- 362 67-77. VI. *How Civilization Advanced Westward Along the Mediterranean*.
228 92-112. V. *How Civilization Began and Developed in the Mediterranean Region*.
196 39-45. VI. *Countries of the Western Mediterranean*.
888 Vol. 24:25 D'28. IV. *Fourth Grade Geography*. E. J. Rice. An imaginary journey to Mediterranean lands.

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- 272 22-5. IV. *Mediterranean Countries*.
804 Vol. 8:226-9 Ja'29. *Mediterranean Cruise*. M. Letton.
Geography project.
242 45-53. IV. *Mediterranean Lands*. Geography.
112 134-40. IV. *Mediterranean Lands*.
306 44-50. IV. *Mediterranean Lands*.
400 84-96. IV. *Mediterranean Lands*.
374 146-7. IV. *The Mediterranean Lands*.
378 139-42. IV. *A Mediterranean Luncheon*.
106 126-7. IV. *What is Life in Mediterranean Lands Like Today?* A general study of people living around Mediterranean sea; detailed study of life in modern Italy and Greece.

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- 252 205-7. V. *Further Suggestions Relative to Work on Mexico for Fifth-Grade Children*.
346 106-13. V. *Imaginary Trip to Mexico*.
356 125-31. II. *In Mexico*. Sharing of actual experiences.
872 Vol. 42:310-2 F'25. VIII. *Live Lessons in Geography*. M. T. Johnson. Unit on Mexico.
250 176-87. III. *Mexican Life*. Records work of a class, closing with "The Fiesta," a play portraying Mexican life.
30 160-7. III. *A Mexican Party*.
244 39. III. *Mexico*. Suggested art activities.
246 385-91. III. *Mexico*.
128 109-11. V. *Mexico*.
112 235-42. V. *Mexico*.
362 58. V. *Mexico and Central America*.
150 49. V. *Minerals of Mexico*.
196 21-9. V. *Our Neighbor to the South: Mexico*.
274 23. V. *Picturesque Phases of Mexican Life*.
252 497-506. V. *Record of a Unit of Work on Mexico*. L. G. Cogan.
182 158-61. VI. *Why Mexico has Rich Possibilities for Future Development*.

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- 266 64-73. VI. *Age of Chivalry*. Art unit.
808 Vol. 48:554 Mr'31. VII-VIII. *The Age of Chivalry*. M. G. Riggsbee. Activity unit in history.
890 Vol. 12:16-8 D'30. VIII. *Back to the Middle Ages*. M. S. Frank.
714 31-51. VI. *The Boy Knight of Reims*.
160 14-5. VII. *Days of Chivalry*. Literature unit.
288 1-100. V. *How Fifteenth Century Life Forced Travel, Trade, and Discovery*.
362 79-81. VI. *How Life Was Lived in the Middle Ages*.

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- 276 20-4. VI. *How Was Learning Kept Alive During the Middle Ages?*
- 44 129-32. IV. *Medieval Castle and Court*. Study of life as a whole in the middle ages.
- 714 60-84. VI. *Medieval Craft Guilds*.
- 106 333-4. V. *A Medieval Fair*. A school bazaar and festival.
- 882 Vol. 29:248-9 D'29. VII. *A Medieval Frieze*. J. K. Smith.
- 882 Vol. 31:222-5 D'31. V. *A Medieval Guild Scene*. V. Poling.
- 48 Vol. 11:152-7. A.G. *Medieval History*.
- 876 Vol. 34:94-5 F'26. Int. *Medieval Life*. K. Gray.
- 14 Vol. 7:94-6. V. *Medieval Life*. Sandtable project.
- 824 Vol. 7:105-7 F'29. VI. *Medieval Life*. E. Whitaker.
- 48 Vol. 11:82-90. *Medieval Man*. E. Reed.
- 186 60-3. VI. *Medieval Period—400 A.D.-1100 A.D.* Possible art activities listed.
- 186 70-4. VI. *Medieval Period—1100 A.D.-1600 A.D.* Art work emphasized.
- 878 Vol. 2:236-41. VIII. *A Medieval Period Come to Life*. A. L. Thorp.
- 710 1-8. *Middle Ages*. G. Wilder.
- 114 139-46. IV. *The Middle Ages*.
- 166 36-47. VI. *The Middle Ages*.
- 166 47-56. VI. *The Renaissance*.
- 888 Vol. 26:37 Ap'30. VI. *Sixth Grade Activity Projects*. Medieval life—Robin Hood, King Arthur, etc.
- 4 291-2. V. *Study of Medieval Life*. Studies of the manor, the village life, the occupations, amusements, and recreation of the time.
- 824 Vol. 10:46-8 O'31. VI. *The Study of the Middle Ages Through the Making of a Marionette Play*. V. Lee.
- 4 295-6. VI. *Study of the Renaissance*. Rivival of interest in classical literature, painting, sculpturing, and architecture.
- 162 130-1. VI. *Town of Middle Ages*.

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- 38 98-105. I. *Butter Making*.
- 226 52-4. III. *Butter Making*.
- 176 69. I. *Buying and Selling Milk*.
- 856 Vol. 6:352 My'30. *Child Development Through a Unit of Work on Dairies*. G. Pinkston.
- 856 Vol. 6:362-4 My'30. II. "Churn, Butter, Churn," a Project from "Live-at-Home Week." L. Nulton.
- 300 38-40. Kdg.-II. *Creamery, A Play*.
- 152 34. Kdg. *The Dairy*. Emphasizes number experiences.
- 244 23. I. *The Dairy*. Fine and practical arts activities.

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- 246 119-27. I. *The Dairy*. Includes dairy ranch; care of milk; duties of dairy men; construction of dairy, etc.
- 202 37-9. II. *Dairy*.
- 720 20. IV. *Dairy and Cattle Raising*. Study of hygienic dairy conditions.
- 18 251. *Dairy Farm*. Constructed from sand maps and blocks.
- 294 213. II. *The Dairy Farm*.
- 802 Vol. 10:9 Je-Jl'30. II. *The Dairy Farm*. L. Saucier.
- 354 72. IV. *Dairy Farm*.
- 104 40-1. I. *Dairy Farm Project*. Bibliography.
- 820 Vol. 40:61 My'31. *Dairy Models for the Sandtable*.
- 886 Vol. 13:76-80 D'27. Int. *Dairy Project for Intermediate Grades*. F. C. Fox.
- 330 35-46. II. *Dairy Unit*.
- 256 148. IV. *Dairy Visit*.
- 294 228. III. *Dairying*. Visit dairy; construct farm on sandtable.
- 354 53-5. III. *Dairying*.
- 100 480-1. IV. *Dairying*.
- 180 24-5. V. *Dairying*.
- 258 208. VI. *Dairying—England*.
- 366 53-8. V. *The Dairyman*.
- 258 47-9. V-VI. *Distributing Milk*.
- 252 85-6. IV. *Enterprises Which Contribute to a Study of Milk and Dairying*.
- 330 46-9. II. *Excursions*. Descriptions of a trip to a dairy and the Pine State Creamery.
- 130 229-35. III. *Finding Out About Milk*.
- 130 223-6. Kdg. *Finding Out About Milk and Butter*.
- 832 Vol. 3:151 Mr'30. *Holbrook Conducts Milk Project*.
- 182 52. IV. *How We Get Our Dairy Products*.
- 124 71. V. *Investing in Cows for a Dairy Farm*. Stresses the use of arithmetic.
- 802 Vol. 10:5 My'30. VI. *Joint Activity of Second Ward School*. Dairy farm activity.
- 218 129-32. *Making a Dairy*.
- 58 60. Kdg.-II. *Making a Dairy*.
- 64 46-7. I-II. *Making Wagons for Milk and Grocery Delivery*.
- 62 324-7. Pr. *Milk*.
- 164 78-82. II. *Milk*.
- 162 12-3. II. *Milk*.
- 262 26. III. *Milk*.
- 816 Vol. 3:32 Ap'30. III. *Milk*. M. Nubemyer.
- 46 94-8. III. *Milk*.
- 18 84-96. *Milk Fairies*.
- 110 73. III. *Milk Inspection*. Children group themselves as dairy firms—a number project.

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- 120 280-3. *Milk Project*. Make custards, soups, sauces from milk, and a cooler to keep milk in.
- 816 Vol. 1:37 Ap'29. I. *Milk, a Project for Beginners*. R. Wittner.
- 712 1-21. I. *Milk Truck and Dairy Products*. Mrs. W. Fort. Bibliography and outline of procedure.
- 64 184-220. I-II. *Milk Unit*.
- 334 95-7. Kdg. *Milk Week Project*.
- 716 1-10. Kdg.-I. *The Milkman*. R. Luck and K. Miller.
- 218 132-3. II. *The Milkman*.
- 174 99-102. II. *The Milkman*.
- 242 19-22. I. *The Milkman and the Dairy*.
- 384 9-11. II. *A Model Dairy Farm*.
- 888 Vol. 25:33 F'29. VI-VIII. *A Model Dairy Farm*. M. E. Reynolds.
- 876 Vol. 33:386 Je'25. III. *Our Dairies*. B. McFarland.
- 800 Vol. 14:43 F'29. Kdg. *Our Milk Project*. C. Liston.
- 66 76-7. III. *The Production of Milk*.
- 820 Vol. 35:39 Je'26. III. *Sandtable Project—A Dairy Farm*. K. Orr.
- 322 19. II. *A Second Grade Diary*.
- 820 Vol. 40:60 My'31. *Steps in the Production of Clean, Safe Milk*. L. J. Roberts.
- 218 169-72. III. *The Story of Milk*.
- 360 141-7. III. *The Study of a Dairy Farm*.
- 38 85. *Study of the Dairyman*.
- 174 102-5. II. *The Study of Milk*.
- 824 Vol. 6:130-2 Mr'28. II. *A Study of Milk*. F. Button.
- 34 115-31. II. *Study of Milk*.
- 240 167-73. II. *A Study of Milk*.
- 854 Vol. 18:953-4 Je'31. III. *A Third Grade Dairy Farm*. M. Carney.
- 226 45-7. II. *A Trip to a City Market and to a Dairy*.
- 304 43-5. III-IV. *A Trip to a Dairy*.
- 14 Vol. 7:255-7. Int. *The Use of Milk in the Diet*.
- 154 115. I. *Value of Milk as a Food*. Brief account of the activity.
- 294 243. IV. *Visit to Dairy*. See how raw material is received and re-distributed.
- 874 Vol. 45:244 N'27. Pr. *Was Churning Worth While?* L. Stringer.

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- 258 215. V-VI. *Collecting Minerals and Shells*.
- 274 18. V. *Collection of Minerals*. Classify and label.
- 812 Vol. 27:76-82 F'28. VIII. *Correlation of Geography, History, Civics, and Economics*. M. Nolan. Copper project.

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- 256 193. III-IV. *Exhibit of Minerals, Shells, etc.*
18 250. *Iron*. Importance of iron. Outgrowth of an exhibition of iron products.
100 476. IV. *Iron*.
180 34-6. V. *Iron and Steel*. Why have Pittsburgh, Chicago, Cleveland and Youngstown become the leading centers for iron and steel manufacture?
820 Vol. 36:28 My'27. VII-VIII. "*Lead, the Precious Metal*"—*A Project*. L. Smith.
28 153-4. Pr. *Metals and Minerals*. Study of metals and minerals used at home.
288 1-36. VI. *Mining and the Hidden Treasures of the Earth*.
812 Vol. 24:157-62 Ap'25. VIII. *Motivating the Curriculum through Geography*. O. Nolan. Copper Project.
396 239-61. VIII. *Resources Below the Soils*.
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12 110. I. *Visiting Natural History Museum*. Seeing jewel collection—in connection with study of minerals.
820 Vol. 39:43 S'30. *Wealth from the Mineral Kingdom*. F. Du-
mond.

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- 128 66. IV. *Gold Mining of California*.
248 35-40. IV. *Miners*. Location and uses of mineral products. Life and equipment of prospectors and miners.
248 73-91. IV. *Mining*.
376 185-96. V. *Mining*.
344 210-6. V. *Mining*.
180 222-40. V. *Mining*.
196 37-47. VI. *Mining and Lumbering*.
258 199. V. *Mining—Gold in Alaska*.
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396 83-96. VII. *The Work of the Miners*.

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- 294 126-44. A.G. *Clay Modelling*. Desire to express themselves in creative effort.
874 Vol. 44:362 Ja'27. Pr. *Clay Modelling for Children*. A. Satterlee.
826 Vol. 7:217-24 F'25. Kdg.-I. *From Mud Pies to Plasticine*. M. B. Briggs. Modelling in kindergarten and first grades.
64 45. I. *Making Clay Models of Fruit*.
36 23. Kdg.-I. *Modelling*.
12 30-2. I. *Modelling Clay*. From manipulation to the beginning of designs.

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- 820 Vol. 35:55 Ja'26. VIII. *Arithmetic and Life*. Mrs. A. Brock. Money values.
- 176 136. III. *Earning Money*. Arithmetic project.
- 176 181. IV. *Making Change with United States Money*. A project for number work.
- 378 108-13. III. *Money and Banking*.
- 10 89. I-II. *Playing with Money*. Practical opportunity to experiment with number, length, size, proportion, etc.
- 820 Vol. 35:50 D'25. Pr. *A Purse for Toy Money*. M. Grubb.
- 378 275-87. VIII. *A Study of Money*.
- 262 17-20. III. *United States Money*.

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- 814 Vol. 44:35 N-D'31. *Activities During November*. J. B. Merrill.
- 814 Vol. 42:133 My-Je'28. *Activities for June*. J. B. Merrill. Units centered about the strawberry, roses, and vacation.
- 700 109-13. IV. *The Book of the Months*. Poems for the various months.
- 814 Vol. 38:39 N-D'25. *December Activities*. J. B. Merrill.
- 146 37-9. V. *February Heroes*. Preparing and carrying out a program.
- 258 255. V-VI. *Giving a Pageant of Months*.
- 814 Vol. 44:38 N-D'31. *Hints and Suggestions for November*. B. Johnston.
- 814 Vol. 43:133-4 My-Je'30. Kdg. *Kindergarten Activities During May*. J. Merrill.
- 814 Vol. 40:100 Mr-Ap'28. Kdg. *Kindergarten Activities for April*. J. Merrill. General suggestions.
- 814 Vol. 38:102-5 Mr-Ap'26. Kdg. *Kindergarten Activities for April*. J. Merrill. The story hour, garden work, farm, and rain.
- 814 Vol. 40:70-2 Ja-F'28. Kdg. *Kindergarten Activities for February*. J. Merrill.
- 814 Vol. 45:10-2 S-O'31. Kdg. *Kindergarten Activities for September*. J. Merrill.
- 814 Vol. 44:53 N-D'31. Kdg. *Kindergarten Activities in December*. J. B. Merrill.
- 814 Vol. 42:69 Ja-F'29. Kdg. *Kindergarten Activities in February*. J. Merrill.
- 876 Vol. 33:198 Mr'25. *A March Project*. A. Buckman.
- 800 Vol. 16:31-40 My'31. *Maytime Invades the Classroom*. L. D. Tessin.
- 814 Vol. 42:7-8 S-O'29. *October Activities*. J. Merrill.
- 148 53-9. VI. *Planning a February Program*. Celebration of the anniversaries of heroes.
- 814 Vol. 38:131-4 My-Je'25. *Projects for May*. May baskets,

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'62 381-7. III. *A Third Grade Assembly—The Months.*

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- 820 Vol. 40:30 D'30. *Christmas in Mother Goose Land.* A. Van Roy Wolf. A play.
- 16 109-16. I. *Drama of Mother Goose.* Health theme emphasized.
- 876 Vol. 33:104-6 F'25. *A Hygiene Project Based on Mother Goose.* C. Millikan.
- 136 82-4. I. *Mother Goose.*
- 264 24-31. I. *Mother Goose.* Art unit.
- 712 1-24. I. *Mother Goose Land.* J. Blaney. Dramatization of characters.
- 882 Vol. 30:317-9 Ja'31. *Mother Goose Pageant.* E. Boylston.
- 810 Vol. 40:37 S'31. I. *Mother Goose Party.* K. G. Loveless.
- 154 99-101. I. *A Mother Goose Party.*
- 36 17-8. Kdg.-I. *Mother Goose Play Suggestions.*
- 876 Vol. 33:546 O'25. *A Mother Goose Project.* L. E. Thompson.
- 808 Vol. 48:34 S'30. *Mother Goose Projects for Primary Grades.* E. Chaddock and F. Banks.
- 814 Vol. 44:44-5 N-D'31. *Mother Goose Rhymes and Their Place in the Kindergarten.* C. Towle. A lesson unit.
- 882 Vol. 31:247 D'31. I-II. *A Mother Hubbard Project.* M. Pickens.
- 874 Vol. 45:111 O'27. III. *Third Grade Project. A Puppet Show.* M. Cuddy. Characters from Mother Goose Land.

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- 226 54-5. III. *Making a Play for Mother's Day.*
- 282 121. Kdg. *Mother's Day.* Program for mothers.
- 172 102. I. *Mother's Day.*
- 202 50-1. I-II. *Mother's Day.*
- 372 275-7. II. *Mother's Day.*
- 170 371-81. II-IV. *Mother's Day.* Assembly program.
- 398 16-8. VI-VIII. *Mother's Day.*
- 882 Vol. 26:567-8 My'27. *Mother's Day Gifts.* B. Wadsworth.
- 42 34-5. I-II. *Mother's Day Program of Poster "Movie."*
- 834 Vol. 11:31-2 O'31. I. *A Mother's Day Project.* G. K. Brinson.
- 800 Vol. 13:40-1 My'28. Pr. *Mother's Day Project.* Dorothy B. Hansen.

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- 352 22-3. Kdg. *A "Little Black Sambo" Picture Show.*

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- 356 320. IV. *Make Movie of Trip Around World.*
258 143. V-VI. *Making a Movie.* Subjects for movie.
258 93-4. V-VI. *Making a movie.*
256 41-2. IV. *Making Movie of Life in Other Lands.*
820 Vol. 35:46 N'25. *Making a Moving Picture Machine.* R. Hard.
346 74-8. III. *Making a Moving Picture Show. The Story of the Loaf of Bread.*
882 Vol. 29:417-9 Mr'30. VI. *A Movie of Mont Saint Michel.* C. D. Pennypacker.
60 70-1. II. *A Movie of "Peter Rabbit."*
874 Vol. 45:642 Ap'28. I-II. *A Movie Project.* E. W. Sudlow.
820 Vol. 37:49 Je'28. Pr. *A Moving Picture Device.* H. Whitford.
36 31-2. II. *A Moving Picture Show.*
700 60-3. I. *A Moving Picture Show of "Little Black Sambo."*
820 Vol. 37:64 Mr' 28. *Moving Pictures.*
874 Vol. 44:363 Ja'27. III-IV. *Moving Pictures.* M. Stickney.
110 45. I. *Picture Show.*
346 36-9. I. *Picture Show.*
138 46. I. *A Picture Show.* O. Hartt.
828 Vol. 4:4-6 N'30. *The Pupil-Made Moving-Picture Roll as a Means of Integrating School Subjects.* R. Mills.
820 Vol. 35:26 Je'26. *Putting the "Movie" to Work.* J. Emery. Correlating history and geography.
138 98. III. *Robinson Crusoe Picture Show.* M. Wilson.
132 47-9. IV. *Soap-Box Movie Theater.* Safety unit.
130 481-3. Kdg. *The Three Bears.* Plan and construct movie.
138 110-2. IV. *Travelogue.* E. S. Brown.
256 287-8. IV. *Travelogue.* Compare the life in all lands with life at home—make pictures.

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- 812 Vol. 24:30-4 Ja'25. *Muscle Shoals (A Study in the Utilization of Resources).* R. Brown.
704 1-23. *Power Possibilities at Muscle Shoals.*

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- 14 Vol. 3:97-104. Pr. *A Classroom Museum.*
240 278-83. III. *Making a Contribution to the School Museum.*
194 28. Pr. *Museum Exhibits.*
322 73-5. A.G. *A Museum for the Whole School.*
162 14-5. II. *The Natural History Museum.*
803 Vol. 6:119. 1. *Our Museum.* J. E. Stuart.
138 58-60. IV. *Our Museum.* Mrs. McCoy.
304 49-53. III-IV. *A School Journey to the Oakland Museum.*

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- 26 216-29. I-VI. *School Museum.*
- 226 50-1. III. *A School Museum.*
- 858 Vol. 13:32 O'31. A.G. *The Science Museum for Elementary Grades.* A. W. Morgan.
- 256 193. III-IV. *Visit Museum.*
- 152 48-9. I. *Visit to Museum of Natural History.* Arithmetic unit.
- 258 280. V-VI. *Visiting Art Museums.*
- 258 215. V-VI. *Visiting the Museum.*
- '800 Vol. 16:42 N'30. *We Built Our Museum.* A. Bond.

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- 892 Vol. 11:12-4 Ja'30. *American Songs.* C. A. Bazzle. A unit for recreation.
- 810 Vol. 41:54 N'31. Int. *Art Problems for Music Week.* N. Fischer.
- 256 233. III-IV. *Attending Concerts.*
- 892 Vol. 11:6-9 Ja'30. *Centers of Interest.* E. T. Shaeffer. Suggestions for teachers of music.
- 800 Vol. 17:18-9 D'31. Kdg. *Creating Their Own Songs.* R. Roorbach.
- 818 Vol. 8:7-11 Ja'27. *The Creative Music Experiment in the Lincoln School of Teachers College.* S. N. Coleman.
- 803 Vol. 4:176-89. I. *First Grade Music Interpreters.* H. Christianson.
- 826 Vol. 12:421 Ap'30. I-IV. *Folk Dances and Singing Games.* R. Beckley and Others.
- 4 365-6. *Folk Music.*
- 336 109-12. III. *Hansel and Gretel.*
- 800 Vol. 12:47 O'26. Kdg. *A Kindergarten Music Project.* D. Weed.
- 236 72-7. Kdg. *Listening.*
- 803 Vol. 8:15-28 S'31. Pr. *Majoring in Music in the Primary Grades.* M. Burgess. "Hansel and Gretel" and Rhythmic Orchestra.
- 68 8. I. *Merry-Go-round Songs Made Up.* Working in physical education and arithmetic to contribute to the fair.
- 808 Vol. 48:783 Je'31. *Motivating the Music Period.* C. Boettler.
- 236 65-7. Kdg. *Music.*
- 198 40-9. Kdg. *Music.* Suggested activities and minor projects.
- 236 108-12. Kdg. *A Music Activity.* Unit illustrating how individual needs were cared for during a singing period.
- 12 63. I. *Music Appreciation.*
- 826 Vol. 14:129-31 N'31. IV. *Music Appreciation.* S. J. Rogers.
- 876 Vol. 33:601 N'25. I. *Music Appreciation in the First Grade.* A. Satterlee.

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- 874 Vol. 45:550 Mr'28. *Music Booklet*. L. E. Mathews.
 14 Vol. 4:100-1. II. *Music Books and Portfolios*. Making in art classes.
 884 Vol. 14:12-3 Mr'31. *Music for the Very Young*. D. Champlin.
 888 Vol. 27:51 N'31. V. *Music Land*. R. Ward. Project in making simple instruments and writing.
 192 57-67. Kdg. *Music Projects*. Rhythm, original dances, and orchestra.
 700 159-65. VI. *Music Studio Club*.
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 170 358-71. V-VII. *National Music Week*. Assembly program including the story of the opera, "Lohengrin."
 138 68-73. VI. *Operetta, "Hansel and Gretel"*. H. G. Shepherd.
 138 21-6. VI. *A Pageant of Song*. P. Owen.
 10 81-2. I-II. *Playing on Musical Instruments*. Xylophone.
 804 Vol. 4:211-3 Ja'25. VI. *A Project Within a Project*. M. English. Program of music.
 236 67-70. Kdg. *Singing*.
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 36 17. Kdg.-I. *Singing Games and Dances*.
 154 40-4. Kdg. *The Song*. Teaching of song, "The Contented Bird."
 12 61-2. I. *Songs*. Experimenting with sound, singing, listening, etc.
 236 70-2. Kdg. *Sound Experimentation and the Use of Musical Instruments*.
 820 Vol. 38:49 My'29. Pr. *A Spring Music Review*. G. Crocker.
 4 369-71. II-VI. *Stories of Lives and Names of Great Composers*.
 820 Vol. 40:62 F'31. *Story of Music*. E. Bennett. A lesson on the grouping of musical instruments.
 258 255. V-VI. *Studying the Development of Musical Instruments*.

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- 20 259-61. *Activities for Nature Study*.
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 820 Vol. 35:46 Ap'26. *April Nature Study Lessons*. V. Baker. Lessons on trilliums.
 710 1-43. *Around the Pond*. E. Butler.
 14 Vol. 5:357. III. *Bacteria and Mold*.
 14 Vol. 8:249-54. V. *The Balance of Nature*.
 14 Vol. 8:274-5. VI. *The Balance of Nature*.
 888 Vol. 26:19 Mr'30. *Biology in California Grammar Schools*. V. Holt. Activities in connection with biology.

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- 826 Vol. 14:63-6 O'31. Kdg. *Biology in the Kindergarten*. E. Wolf.
- 296 31-2. II. *Blossoming Time*.
- 12 108. I. *Bringing Nature Material*. Recognition of name and sources of nature materials, i.e.—raw cotton, sugarcane, flowers, etc.
- 820 Vol. 37:51 My'28. *Chalk Talks for Little Ones*. N. S. Smith. Nature study lessons.
- 238 196-7. VI. *Collections*. Nature unit.
- 14 Vol. 5:193-4. I. *Correlated Activities*. Autumn science activities.
- 14 Vol. 5:367. III. *Dependence of Man Upon Plants and Animals*.
- 14 Vol. 8:243-9. V. *Elements and Conditions Necessary to Life*. Water, temperature, light, gravity, and food.
- 220 82-4. Int. *Enjoying Natural Surroundings*.
- 184 41-3. VIII. *Essentials for Plant and Animal Life*.
- 886 Vol. 12:18 S'26. Kdg. *Excellent Material for Kindergarten Instruction Often Available But Not Recognized*. N. Theile and D. Weed. Project combining nature study and a luncheon.
- 296 86-7. V. *Excretion of Plants and Animals*.
- 14 Vol. 8:275 VI. *Extermination of Pests*.
- 14 Vol. 8:265-72. VI. *Extermination of Species*.
- 14 Vol. 5:387-8. Pr. *Field Work in Nature Study*. Winter suggestions.
- 14 Vol. 5:389. Pr. *Field Work in Nature Study*. Animal tracks.
- 14 Vol. 5:385-7. Pr. *Field Work in Nature Study*. The nature study window in fall.
- 803 Vol. 5:469-70. I. *Getting to Know Nature*. C. A. Herchmer.
- 304 71. V-VI. *Journey to Study Growing Things in Our Locality*.
- 814 Vol. 42:101-2 Mr-Apr'28. Kdg. *Kindergarten Activities for April*. J. Merrill. Suggestions for the use of eggs, and a study of nature.
- 800 Vol. 16:13-5 S'30. Kdg. *A Kindergarten Nature Project*. B. E. Carpenter.
- 826 Vol. 14:82-4 O'31. Kdg. *A Kindergarten Nature Project*. F. Bonnen.
- 14 Vol. 8:224-8. V. *A Leaf is a Factory*.
- 826 Vol. 13:201-2 D'30. *Leaf Prints*. M. Fortino.
- 14 Vol. 5:391-5. Pr. *Life of Brooks, Ponds, and Puddles*. Tiny organisms, strange creatures of small size.
- 116 64-7. Kdg.-Pr. *Life's Beginnings*. Planting seeds; caring for frogs and cocoons.
- 803 Vol. 5:333-4. Kdg. *Live Exhibits*. M. E. Brown.

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- 48 Vol. 11:251-5. A.G. *Living Things Other Than Man.*
- 296 75-6. V. *Man Sets up Artificial Habitats.* Practices of agriculture and animal husbandry set up artificial habitats for plants and animals.
- 14 Vol. 8:276-81. VI. *Man's Method of Adaptation Compared With That of Plants and of Other Animals.*
- 820 Vol. 35:48 My'26. *May Nature Study Lesson.* V. Baker. The Azalea.
- 14 Vol. 8:184-6. IV. *Molds and Bacteria.*
- 718 1-6. VI. *Mother Nature's Children in the Winter.*
- 296 70. IV. *Movement of Liquids in Plants and Animals.*
- 392 186-9. III. *Natural Environment.* Emphasis on the study of plants, animals, preparation for winter, and gardening.
- 826 Vol. 12:289-91 Mr'30. A.G. *Natural Interests in Teaching Biology.* O. D. Frank.
- 202 39-41. II. *Nature.*
- 232 56-7, 61-3. I-II. *Nature Excursions.*
- 218 14. Pr. *Nature Excursion.*
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- 388 80-91. Kdg. *Nature Study.*
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- 834 Vol. 10:192 Je'31. Kdg. *Nature Study.* E. Drummond. Care of plants and pets.
- 254 81-4. I-II. *Nature Study.* Learning the story of life.
- 218 32-6. Pr. *Nature Study Activities.*
- 878 Vol. 8:387-93 My'31. *Nature Study at a Summer Camp.* C. Hylander.
- 874 Vol. 44:627 Ap'27. V. *Nature Study in Fifth Grade.* R. Rice.
- 800 Vol. 13:44-5 O'27. Kdg. *A Nature Study Project.* A. Swan.
- 800 Vol. 16:11-4 N'30. I-II. *A Nature Study Spirit in Childhood.*
- 800 Vol. 16:10-1 Mr'31. Kdg. *Nature Study Through Experience.* F. A. Stebbins.
- 304 38-41. III-IV. *Neighborhood Walk.*
- 122 160-3. VI. *Photosynthesis.* Study of the plant as a food factory.
- 296 40-1. II. *Plants and Animals Are Awakening.*
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- 296 19-20. I. *Preparation for Winter.*
- 120 55. VI. *Pressing Autumn Leaves and Making Prints.* Safety measures involved.
- 814 Vol. 40:117-8 Mr-Ap'28. Pr. *Primary Study in March and April.* M. P. Denny. Nature suggestions.
- 296 93-4. VI. *Protection of Wild Life.*
- 122 133-5. VI. *Protective Coloration.* Useful colors of animals and plants.

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- 714 Vol. 5:366. III. *Relation Between Plant and Animal Life.*
- 820 Vol. 38:57 Ja'29. Int. *Science in the Elementary School.* B. Metz. Projects on trees and plants, spring garden, etc.
- 820 Vol. 38:63 N'28. *Science in the Upper Elementary Grades.* B. Metz. Projects on birds, insects, plants, soils, etc.
- 14 Vol. 5:187-8. I. *Seasonal Changes in the Landscape.*
- 14 Vol. 5:291-3. II. *Seasonal Changes in the Landscape.* Spring.
- 814 Vol. 41:26 S-O'28. *Some Suggestions for Fall Nature Study.* Corn ear worm and the woolly bear caterpillar.
- 862 Vol. 24:354-6 My'31. A.G. *Some Worth While Activities in the Grades.* A. Millar. Nature study field trips.
- 360 154-6. II. *Spring Nature Work.*
- 398 28-9. VI-VIII. *Spring or Nature.*
- 154 20-5. III. *A Study of Nature.*
- 14 Vol. 5:293-5. II. *A Study of the Sun's Heat and of Ice.*
- 870 Vol. 2:101-10 O'28. A.G. *Studying Nature.* E. Ames. Report of the nature activities of various grades of Gary, Indiana.
- 820 Vol. 35:72 My'26. *The Sunset Club.* Nature club.
- 296 31. II. *Things in Nature Not Just Alike.*
- 800 Vol. 17:18-20 O'31. III. *Third Grade Nature Study That Helps Children See.* R. Wathley.
- 800 Vol. 16:10-3 O'30. *Understanding Their World Through Nature.* R. J. Wathley.
- 808 Vol. 48:100 O'31. *Utilizing Children's Interests.* M. Rice. Fall nature study unit.
- 800 Vol. 15:39-40 Ap'30. *When the Play-House Blooms.* M. M. Cooper. Nature study project.
- 236 112-4. Kdg. *A Winter Experience.* Unit utilizing nature interests.
- 142 1-5. IV. *The World of Nature.* Unit in literature, reading, and expression.
- 142 1-3. V. *The World of Nature.* Unit in literature, reading and expression.
- 122 131-2. VI. *Yeasts, Molds, Bacteria.*

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- 820 Vol. 36:61 O'27. VII-VIII. *A Four-Day Directed-Study Lesson in Geography.* R. Cook. The Netherlands.
- 376 40-6. III. *The Netherlands.*
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- 872 Vol. 42:445 Ap'25. VII-VIII. *An Advertisement Hunt.* R. Rice.

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- 382 60. Kdg.-I. *The Bulletin Board and Class Newspaper.*
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- 278 105-8. A.G. *The Daily Newspaper in the Rural Classroom.*
- 258 84-91. V-VI. *Editing a Newspaper.* Problems in getting a newspaper ready for print.
- 820 Vol. 36:36 D'26. A.G. *An Experiment with a School Paper.* M. Caragher.
- 832 Vol. 4:81 D'30. I. *First Grade Newspaper Flourishes.*
- 154 68-76. IV. *A Fourth Grade Newspaper.*
- 700 64-9. II. *The Fulton Eagle (A School Newspaper).* Sample of paper included.
- 138 74. II. *Grade Newspaper.* H. Graham.
- 128 193-5. VI. *High Sixth Weekly—Special Italian Edition.* Newspaper related to geography.
- 14 Vol. 3:77-9. Pr. *How to Use Names.* Selecting appropriate names for newspapers and committees.
- 820 Vol. 37:51 Ja'28. *The Individual Classroom Newspaper.* M. Ouzts.
- 46 226-33. I-II. *Keeping a Daily Bulletin.*
- 800 Vol. 14:25-6 O'28. Kdg. *The Kindergarten Newspaper.* I. Chapman.
- 328 72-6. VI. *Making Block Prints for the Class Newspaper.* M. Cheng.
- 56 70. *Making a Newspaper.*
- 876 Vol. 34:364 My'26. II. *The Making of a Newspaper in the Second Grade.* M. Gillis.
- 374 150-1. IV. *Managing the School News Sheet.*
- 14 Vol. 3:541-4. Pr. *The Newspaper.*
- 14 Vol. 6:547-52. VI. *Newspaper.*
- 398 10-3. VI-VIII. *Newspaper.*
- 820 Vol. 35:57 N'25. Pr. *Newspaper Activity in a Primary Schoolroom.*
- 14 Vol. 3:59-67. III. *A Newspaper in Third Grade.*
- 876 Vol. 33:324 My'25. II. *A Newspaper Project.* A. Crosby.
- 132 15. I. *Newspaper Scrapbook.* Shows pictures and stories of lost children.
- 360 104-7. Pr. *Newspapers.*
- 802 Vol. 10:7-8 My'30. V. *The News Stand.* H. Russell.
- 868 Vol. 9:252 S'31. A.G. *A One-Room School Has a School Newspaper.* M. Poston.
- 876 Vol. 33:172 Mr'25. Int. *Our Newspaper.* E. Cummings. An English project.

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- 702 58-63. V. *Our Newspaper*.
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 220 138-41. VI. *Publishing the School Newspaper*.
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 820 Vol. 37:58 Ja'28. VII-VIII. *The School Paper*. A. Traenken Schuh.
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 '800 Vol. 12:30-5 Mr'27. II. *The Story of a Children's Newspaper*. Marion P. Stevens.
 360 107-9. III. *A Study of the Newspaper*.
 226 101-6. VI. *The Study of the Newspaper Industry*.
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- '344 268-77. V. *Comparison of North America and South America*.
 348 16-46. IV. *Life in Selected Areas of North America as Contrasted With Life in Minnesota*. Eskimos; Indians of the Great North Woods; Newfoundland; Alaska, etc.
 166 88-95. V. *Neighboring Countries of the United States*. Canada, Mexico, Central America, West Indies.
 " 20 199-203. *North America*. By use of visual aids and maps take journeys over the continent.
 364 26-39. V. *North America*. Suggested units to supplement text, "Human Geography," Part One, Book One.
 128 95-100. V. *North America*.
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 362 36. V. *North America as a Whole*.
 166 65-82. V. *North America, a Study of the Continent as a Whole, Industrial Activities of Various Regions*.
 348 15. IV. *North America's Relation to the Earth on Which We Live*.
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 48 Vol. 11:130-1. A.G. *Our Neighbors on the North*.
 248 141-4. V. *Scenic North America*. Mountains; lakes; falls; caves; glaciers and fjords; rivers; trees.
 'C14 Vol. 8:330-4. V. *The Study of North America*.
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- 856 Vol. 7:176 F'31. VI. *Helping a Sixth Grade to Work Out an Occupation Project*. A. Lowrance.
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888 Vol. 22:451 S'26. *Occupational Activities in the Kindergarten*. E. Wells and Others.
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- 154 106-9. I. *Earning Orchestra Instruments*. Planning a flower sale.
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- 808 Vol. 48:114 O'30. *Rhythmic Orchestra*. G. L. Gilman.
814 Vol. 45:28 S-O'31. *Starting a Toy Orchestra*. G. M. Stein.
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856 Vol. 6:173 Ja'30. I. *The Toy Orchestra Furnished Music for May Day*. E. S. Murphy.
820 Vol. 37:57 Je'28. *The Toy Symphony Orchestra*. M. O. Wallace.
876 Vol. 33:396 Je'25. Pr. *Toy Symphony Orchestra*. M. O. Wallace. For teaching music appreciation in lower grades.
876 Vol. 33:253 Ap'25. I. *Westminster First Grade Orchestra*. D. M. Fenno.

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- 808 Vol. 49:46 S'31. VII-VIII. *The Orient's Contribution to Civilization*. E. E. Roderick. China, India, Japan.
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- 710 1-8. *Colonial Paper Making*. F. Bourgeois.
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710 1-5. *Early Paper Making*. M. Watson.
882 Vol. 27:242-4 D'27. VI. *From Linen Rags to Christmas Cards*. G. Unthank.
700 145-8. V. *From Pulp to Christmas Cards*. Making paper from pulp.
820 Vol. 40:63 F'31. *How Paper Is Made*. F. Dumond.
210 152. V. *Making Paper*. Arithmetic unit.
232 98-100. Kdg.-II. *Paper*. Includes folding and cutting of paper and paper construction.
710 1-2. *Paper Making*. F. Stanley.
258 203. V. *Paper Making*. Romance of paper.
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162 128-30. VI. *Parchment*.
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236 32-6. Kdg. *The Use of Paper*.
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- 244 25. I. *Bixby Park*. Suggestions for fine and practical arts activities.
- 246 168-77. I. *Bixby Park*.
- 7 803 Vol. 2:488-9. Kdg. *Development of a Park Project*. B. P. Hills.
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- 12 6 46-60. Kdg. *The Park*. Built park and zoo after trip.
- 12 119. I. *Parks*.
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- 12 312 Vol. 29:360-1 N'30. *A Geography Party*. E. G. Stevens. Device for stimulating interest.
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- 874 Vol. 45:800 Je'28. Pr. *The Twins' Birthday Party*. B. B. Tatman. How to teach politeness.
- 888 Vol. 25:46-9 N'29. V. *Uncle Sam's Pantry*. I. F. Lindsay. Geography project and play.

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 106 67-8. III. *What Peoples in the World Today Depend Largely Upon Their Flocks for a Living and Why Is Life Among Pastoral Peoples So Simple?* Study of life of people of Mesopotamia; the Desert; and the steppes of Asia.

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 820 Vol. 38:62 O'29. Int. *A Columbus Day Project.* B. Clendenen.
 808 Vol. 48:120 O'31. V. *A Columbus Play.* H. Hastings. Original play.
 820 Vol. 34:50 O'25. Pr. *A Columbus Project for Primary Pupils.* N. Connelly.
 112 103. I. *Decoration Day.* Pupils talk about the soldiers.
 218 192. Pr. *Flag Day.*
 800 Vol. 15:40-1 Je'30. *Flag Day in a Rural School.* E. S. Parker.

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- 808 Vol. 48:468 F'31. VII-VIII. *Flag Makers.* L. P. Metzger. Patriotic project for motivating language work.
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- 808 Vol. 48:464 F'31. Int. *George Washington and His Hatchet.* E. O. Simpson. Dramatization resulting from creative writing project.
- 322 35. I. *A George Washington Party as a Basis for Number Work.*
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- 240 236. III. *How and Why We Observe Memorial Day.*
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- 14 Vol. 7:70-4. V. *Illustration of Patriotic Themes.* Washington and Lincoln art projects.
- 284 42-3. VIII. *Lincoln.*
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- 218 192. Pr. *Lincoln's Birthday.*
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- 808 Vol. 48:146 O'30. A.G. *Seasonal Projects—Unit II.* E. Roderick. Outline of project for Armistice Day.

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- 860 Vol. 7:83 Mr'29. *Making Poetry Live*. A. M. Seybold.
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- 154 109-13. I. *Poems and the Shadowgraph*.
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- 54 106-8. III. *Far North*. Dramatization.
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- 820 Vol. 40:50 Ja'31. *Life in the Far North*. L. S. Dickson.
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- 800 Vol. 16:18-21 F'31. V. *Little America*. H. L. Hultz. An outdoor play.
- 882 Vol. 30:95-6 O'30. *Seeing Beyond Four Walls*. D. Skenes. Little America.

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- 246 190-6. I. *Police Protection*. Need for the protection; duties of the department; responsibility of citizens; uniforms; construction of traffic control station; etc.
- 244 26. I. *Police Protection*. Suggestions for fine and practical arts activities.
- 242 41-3. Kdg. *The Policeman*.
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- 880 Vol. 9:72-3 N'29. I-VI. *The Policeman*.
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- 854 Vol. 16:654 Ap'29. *Book Poster Project*. W. J. Breen.

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- 820 Vol. 38:54 Ja'29. IV. *The Calendar as a Poster Project*. C. Powell.
- 882 Vol. 26:26-8 S'26. VIII. *The Conquering Poster*. V. Johnson.
- 808 Vol. 48:703 My'31. Pr. *Favorite Rhymes in Project Form*. E. Chaddock and F. Banks. Poster project.
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- 882 Vol. 26:42-4 S'26. Pr. *Lettering in Poster Work*. E. Boylston.
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- 244 52-3. III. *Poster Design, A Third Grade Activity*.
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- 14 Vol. 3:90-5. *Posters*. Illustrations of their use to stimulate curiosity or interest.
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- 882 Vol. 26:8-17 S'26. A.G. *The Teaching of Poster Work*. B. Court.
- 820 Vol. 40:56 N'30. *Using Posters in Reading and Geography*. E. A. Smedley.

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- 800 Vol. 15:15-8 O'29. I. *After Vacation Mail Project*. L. L. Stone.
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- 112 110. I. *Collection of Stones*. Classification; knowledge of source; use, and how procured.
294 246. IV. *Quarrying*. Kinds of stones and their use.
28 153. Pr. *Rocks*. Uses of rocks, caves, action of water, frost and wind, coloring, fossils.
238 189-93. VI. *Rocks and Minerals*.
28 152-3. Pr. *Stones*. Collection and study of pebbles. Study of boulders, stone implements, and crystallization.
298 18. *A Study of Granite*. Account of extent, manufacturing processes, marketing, uses, etc., of granite.
702 63-8. IV. *Study of Rocks*.
100 652. IV. *A Study of Rocks*.
304 55. V-VI. *A Trip to the Quarry*.

ROMAN

- 888 Vol. 27:28 D'31. VI. *The City of Rome*. R. Merryweather. Roman civilization project.
- 224 61-73. IV. *The City-State Roman Life*.
- 320 31-3. VI. *Reliving the Roman Life*.
- 138 43-6. VI. *A Roman Booklet*. G. Hughes.
- 382 Vol. 27:625-30 Je'28. V. *A Roman Festival of the Months*. J. Hollister.
- 186 56-9. V. *Roman Life*.
- 162 115-8. VI. *Roman Life*.
- 328 77-80. VI. *A Roman Triumph*. B. Lancaster. Art activities.
- 114 122-7. IV. *The Romans*.
- 306 28-36. VI. *Rome*.
- 166 27-36. VI. *Rome*.
- 266 51-8. VI. *Rome and Italy*. Art unit.
- 824 Vol. 8:140 Mr'30. VI. *A Sixth Grade Educational Unit That Culminated in Art Expression*. E. Fredrick. Roman chariot race project.
- 4 290-1. V. *Study of the Decline of the Roman Republic and the New Empire*. Includes the conditions of the poor, the growth of slavery, changes in the government, living conditions, etc.
- 4 286-9. IV. *Study of the Roman People*. Especial emphasis upon the genius of the Roman people in the field of law, government, and practical affairs.

RUBBER

- 258 50-1. *Program on Rubber*. Planning talks for the auditorium.
- 710 1-3. *Rubber*.
- 136 116-8. *Rubber*.
- 258 205. V. *Rubber Industry*. Processes on modern rubber plantation.
- 294 274. V. *Rubber, South America*.
- 322 84-5. V-VI. *A Study of the Rubber Industry*.
- 106 94. IV. *Where Does Rubber Come From?* Story of rubber processes; a study of life in the Amazon Valley, the Philippine Islands, and in Ceylon.

RUGS

- 820 Vol. 35:45 Je'26. VII-VIII. *A Braided Rag Rug*. M. Grubb. Community project for June.
- 382 Vol. 30:164-5 N'30. *Hooked-Rug Project*. N. Flannery and C. Trimmer.
- 710 1-8. *Hooked Rugs*. J. Welling.
- *14 Vol. 3:499-507. I. *Making Rugs for the Dollhouse*. A study of weaving.

RUGS (cont'd)

- 710 1-15. *Oriental Rugs*. R. Barnett.
728 73-5. Kdg.-II. *Visiting the Rug Works*.
7156 153. *Weaving Rugs*. Rugs for houses in play city.

RUSSIA

- 7182 46. III. *Life in Russia*.
100 462-71. VI. *Russia*.
112 270-7. VI. *Russia*.
7106 335-6. V. *A Russian Masked Play*. A project arranged for the study of Russia.
710 1-42. *Russian Peasant Art*. M. Browning.

SAFETY EDUCATION

- 880 Vol.9:124-6 Ja'30. VI. *Building Safety House*. Study of safety problems in the home.
286 26-7. *Burns*. Suggestions for safety unit.
258 35-7. V-VI. *Conducting a Safety Council*. Improvement of conduct through pupil committees.
286 27. *Cuts, Bruises, Nosebleeds*. Safety suggestions.
832 Vol.4:85 D'30. *A Day in a Safety Patrol Court*.
120 57-9. VI. *Distribution of Vehicular Accidents Caused by Out-Door Activities*. Safety-education and arithmetic project.
880 Vol.11:70-1 D'31. IV. *Dramatizing Poster Subjects*. Safety unit.
286 27. *Drowning*. Suggested safety activities.
286 25. *Falls*. General unit on safety.
116 142-6. IV. *First Aid*.
116 194-200. V. *First Aid*.
286 42-5. VI. *First Aid*. Unit on safety in connection with scouting.
286 45-7. VI. *First Aid*. Unit on teaching of safety.
808 Vol.47:132 O'29. I. *First Grade Safety-First Table Project*. H. Brophy.
286 39-42. VI. *General Safety*.
258 236. V-VI. *Giving a First Aid Program*.
374 125-6. VI. *Graphing Unit in Safety Study*.
120 68-105. A.G. *Junior Safety Council and Junior Safety Patrol*.
280 16. II. *Learning to Take Care of Ourselves at Winchester Square*. Safety unit.
808 Vol.48:548 Mr'31. VII-VIII. *Let Safety Be Our Watchword*. J. C. Hill. A good citizenship safety program.
880 Vol.11:70 N'31. *Little Lessons in Safety*. Dangers of hitching on trucks and walking railroad tracks.
880 Vol.10:12 S'30. Pr. *Little Lessons in Safety*. Dangers of playing in the street.

SAFETY EDUCATION (cont'd)

- 880 Vol. 10:71 N'30. Pr. *Little Lessons in Safety*. Lessons on fire; safety for cats; refusing a ride.
- 280 9-10. Kdg. *A Lost Child*. Safety lesson stressing need to know name and address.
- 160 57-8. Pr. *The Lost Child*. Unit on safety.
- 820 Vol. 39:47-8 N'29. *Making Safety Songs*. E. Loughridge.
- 874 Vol. 45:552 Mr'28. *Matches as a Safety First Problem*. E. P. Adel.
- 720 20. IV. *Original Work Written on Safety*.
- 880 Vol. 9:16-8 S'29. I-VI. *Our National Accident Record*. Safety teaching plans.
- 880 Vol. 10:211 Ap'31. I. *The Playground*. Safety unit.
- 286 29-30. *Playground Hazards*. Suggested activities for teaching safety.
- 282 105 Kdg. *Playground Project*. Safety lesson on use of play equipment.
- 286 33-5. I. *Playgrounds*. Unit emphasizing safety teaching.
- 880 Vol. 10:156-8 F'31. I-VI. *Poisons*. Study of prevention and treatment.
- 880 Vol. 10:210-1 Ap'31. V. *Poster Stories*. Safety activities.
- 880 Vol. 10:183 Mr'31. A.G. *Posters for Safety Teaching*.
- 820 Vol. 39:36 O'30. *Prevention Goes Marching On*. G. Lloyd. Play for fire prevention week.
- 810 Vol. 40:49 S'31. I. *A Primary Safety Unit*. M. E. Burgess.
- 880 Vol. 11:13 S'31. V-VII. *Program Helps*. Safety program suggestions.
- 120 38. IV. *Safe Use of the School Showers*.
- 198 29-32. Kdg. *Safety*.
- 342 90-6. Kdg. *Safety*.
- 388 74-6. Kdg. *Safety*.
- 382 53-7. Kdg. *Safety*.
- 170 465-70. I-IV. *Safety*. Program for assembly.
- 880 Vol. 9:184-6 Mr'30. I-VI. *Safety*. Suggested activities to decrease the number of accidents.
- 880 Vol. 9:100-2 D'29. I-VI. *Safety*. Activities centered about student accident reporting and its importance.
- 880 Vol. 10:128-30 Ja'31. I-VI. *Safety*. Preventing accidents in winter sports.
- 720 116. VI. *Safety*. General school activities related to safety.
- 720 87-92. II. *Safety*. Safety studies related to school subjects and environment.
- 356 156-67. II. *Safety*.
- 256 149. III. *Safety*.
- 256 167-8. IV. *Safety*.
- 398 25-8. VI-VIII. *Safety*.

SAFETY EDUCATION (cont'd)

- 880 Vol. 10:46-7 O'30. VII-VIII. *Safety*. How to call fire department; use a fire extinguisher; study of fire waste.
- 720 110-2. V. *Safety Activities*. Safety related to school and life.
- 7 800 Vol. 16:40 Je'31. Kdg. *A Safety Activity in Kindergarten*. M. P. Davis.
- 132 35. III. *Safety Alphabet*.
- 880 Vol. 9:68-70 N'29. V. *Safety at Home and Abroad*. Safety teaching based on the geography of Europe.
- 720 103-6. IV. *Safety Charts, Excursions, etc.* Excursions, charts and clippings illustrating safety.
- 720 19. IV. *Safety Club*. Street and home, fire and school safety rules made by the class.
- 7 612 1-15. Kdg. *Safety Education*. C. Towle. How to provide for their own safety at school and at home.
- 874 Vol. 44:480 F'27. III. *Safety First*. C. L. Granger.
- 720 17-8. IV. *Safety First*. Using traffic rules and problems to teach safety.
- 170 470-80. V-VII. "*Safety First*." Play for assembly.
- 820 Vol. 37:36 Je'28. V. *Safety First and Last*. J. Champion.
- 874 Vol. 44:818 Je'27. VI. *Safety First Education*. M. Moore.
- 874 Vol. 45:127 O'27. *Safety First Project*. F. Reynolds.
- 360 45-9. I. *Safety First Project*. Dramatizations of safety posters.
- 1 60 55-7. Pr. *A Safety First Project*.
- 856 Vol. 7:172-3 F'31. IV. *Safety First Project—Training Citizens In Avoiding Accidents*. S. T. Grant.
- 820 Vol. 38:48 Je'29. II. *A Safety-First Sandtable*. M. Walter.
- 7 808 Vol. 48:793 Je'31. *Safety for Children*. R. D. Augenblick. A play.
- 880 Vol. 9:42 O'29. *Safety for the Primary Grades*. Values and suggestions for chalk talks.
- 286 32. Kdg. *Safety in the Use of School Tools*.
- 872 Vol. 43:426 Je'26. VI. *Safety Instruction for Grade Six*. M. T. King.
- 720 81-4. I. *Safety Observation, Construction, etc.* Complete safety program for Grade I.
- 880 Vol. 10:210 Ap'31. II. *A Safety Parade*.
- 820 Vol. 39:38 S'30. *Safety Play: "Let's Be Careful"* H. Ramsay.
- 720 94-8. III. *Safety Plays, Readings*. Program of readings and plays relating to safety.
- 192 43-9. Kdg. *Safety Project*.
- 874 Vol. 45:46 S'27. Pr. *A Safety Project*. H. Voight.
- 132 65. VI. *Safety Project*.
- 322 54-7. VI. *A Safety Town*.
- 374 114-7. A.G. *Safety Unit*.

SAFETY EDUCATION (cont'd)

- 816 Vol. 3:24 D'30. *Safety Unit in Arithmetic; Emphasizing Problem Situations.* M. Nubemyer.
- 120 66-7. Pr. *School Management of Routine Activities in Primary Grades.* Measures of safety education.
- 286 28-9. *Seasonal Dangers.* Suggested activities for teaching safety.
- 286 47. *Seasonal Safety.*
- 258 55-7. V-VI. *Studying Problem of Safety.* How children can help to prevent accidents.
- 820 Vol. 35:54 O'26. *Success in "Safety-First."* S. Kane. Report of school activity.
- 824 Vol. 10:15 S'31. V. *Summer Safety Project at School No. 60.* B. Becker and L. Guider. How to spend a summer vacation safely.
- 880 Vol. 9:38-40 O'29. A.G. *Teaching Safety in the Rural School.* Suggested activities for developing self-reliance and initiative in rural school children.
- 824 Vol. 9:112-4 Ja'31. *Teaching Safety Through Demonstration of the Cause and Effect of Accidents.* L. Carper.
- 120 28. III. *A Trip to the Country.* Safety education project.
- 132 70-81. *Uncle Sam's Children—A Citizenship Play.* Safety unit.
- 174 119-25. II. *Unit on Safety.*
- 820 Vol. 37:39 Ap'28. *What-to-Do's.* J. Welling. Bird protection.
- 820 Vol. 37:40 Ja'28. *What-to-Do's.* J. B. Welling. Thrift problems.
- 820 Vol. 37:69 F'28. *What-to-Do's.* J. B. Welling. Safety first job sheet suggesting extra activities.

SANDTABLE

- 882 Vol. 25:438-40 Mr'25. IV. *Figures for the Sandtable.* N. White.
- 820 Vol. 37:44 Ja'28. *Our January Sandtable.*
- 800 Vol. 16:42 Ap'31. *Our Sandtable Project.* L. Vermillion.
- 10 62-6. I-II. *Play in the Sand Box.* Build relief maps, play with sand toys, etc.
- 12 29. I. *Playing in Sand Box.* Manipulating, making tracks, tunnels, etc.
- 390 34-5. Kdg.-I. *Sand.*
- 232 97. Kdg.-II. *Sand.* Manipulation and some dramatic play with spoons, etc.
- 382 17. Kdg.-I. *The Sandtable.* Discussion of conversation which may develop through this activity.
- 820 Vol. 35:57 S'26. *Sandtable Projects.* M. Paul.
- 800 Vol. 13:11-4 S'27. *The Sandtable in Visual Instruction.* A. Krackowizer. Farm project, "Main Street" project, sports

SANDTABLE (cont'd)

and recreations of different nations, doll house, book week, puppet shows.

888 Vol. 23:39 JI'27. *A Sandtable Project*. K. Orr.

42 76-81. II. *Telling a Story by Using the Sandtable Picture*. Using cut outs to illustrate stories.

SCANDINAVIA

248 214-24. VI. *Denmark, Norway, and Sweden*.

182 45. III. *Life in Norway and Sweden*.

242 75-89. IV. *A Northland by the Sea—Norway*. Geography.

112 152-60. IV. *Norway*.

400 127-46. IV. *Norway, A Northland By the Sea*.

244 191-212. VI. *Norwegian Fair*.

344 318-24. VI. *Scandinavian Countries*.

196 45-55. VI. *Scandinavian Countries*.

710 1-16. *Scandinavian Life*. E. Parmelee.

164 149-57. III. *Scandinavian Life and Viking Adventures*.

834 Vol. 10:196 Je'31. IV. *Study of Norway*. K. Ramm.

354 87-8. IV. *Sweden and Norway*.

106 165-6. V. *What Is Life in the Scandinavian Countries Like and What Are Some of the Ways in Which the Peoples of These Countries Are Related to Other Peoples and to Us?*

SCENERY

354 26. I. *Making Scenery For Play*.

820 Vol. 40:57 My'31. *Making Scenery for School Plays*. K. White.

118 51. Pr. *Stage Construction*. Means of helping children live the stories they hear or read.

14 Vol. 4:142-9. III. *Stage Scenery*. For programs on "Dick Whittington," "Babes in the Woods," "Christmas Play," etc.

882 Vol. 24:364-6 F'25. III. *Stage Scenery and Color*. J. Todd. Stage scenery for "Hansel and Gretel."

SCHOOL

240 64. I. *Acquaintance with School Environment*.

298 20. *Beautifying School Yard*.

888 Vol. 25:37 Ja'29. A.G. *A Constructive Program to Develop School Pride*. L. Money and Others.

382 15-6. Kdg.-I. *The First Days at School*. Discussion of one means of stimulating conversation.

886 Vol. 12:12-6 S'26. *Improvement of School Yard Becomes Profitable Community Project*. L. E. Ballenger.

256 27. IV. *Improving School Grounds*.

800 Vol. 15:23-5 Je'30. "Know Your School" Day. M. L. Knight. Account of parents' and friends' visit to the school.

SCHOOL (cont'd)

- 382 16-7. Kdg.-I. *On the Way to School*. Suggestions for encouraging conversation.
- 242 21-3. Kdg. *Our School*.
- 306 9-13. I. *Our School*.
- 100 415. I. *Our School*.
- 290 142-3. IV. *Our School*. Suggested activities centering about arithmetic.
- 7C44 236-42. *Rural School Activity*. Making old schoolroom over to be useful for pupils or community.
- 294 385. I. *School*. Location of parts.
- 290 126-7. Pr. *School*. Suggested activities for enriching arithmetic teaching.
- 290 178. VI. *School*. Outline of number content, suggested activities and correlations.
- 1800 Vol. 16:18 Je'31. *The School Centennial*. F. Rich and A. Scala. Report of graduation and "last day" of school activity.
- 220 84-91. Int. *The School Community*.
- 388 36-7. Kdg. *The School Home*.
- 352 10-2. Kdg. *School Interests*.
- 354 36-7. II. *School Interests*.
- 372 26-62. Kdg. *School Life*. Developing responsibility in the room through committees, dramatizations, use of library, etc.
- 370 21-43. Kdg.-I. *School Life*.
- 228 29-31. Kdg.-I. *School Life*.
- 1C344 52-62. I. *School Life*. To develop a better understanding of the relationships, duties, and responsibilities of the members of the school groups.
- 1C844 84-8. II. *School Life*.
- 342 54-64. Kdg. *To Develop an Awareness of the Relationships, Duties, and Responsibility of the Children and Grown-Ups in School Life*.
- 1C46 98-100. III-IV. *Transforming a Portable Building*.
- 226 16-8. Kdg.-I. *A Trip Through the School Building*.

SCHOOL BANK

- 232 66. I-II. *Bank*. Use of money through experience.
- *54 272-3. III. *Bank*. Bank account started, check writing, etc., to pay milk bill.
- 176 136. III. *Banking at School Bank*.
- 890 Vol. 12:14-6 D'30. V. *Banking Unit*. C. Thompson.
- 176 69. I. *Buying Stamps At School Bank*.
- 888 Vol. 25:46 O'29. *A California School Bank*. E. Newell.
- 872 Vol. 43:78 O'25. *Correlating the School Bank With Other Activities*. J. Arnold.
- 888 Vol. 26:57 Ap'30. A.G. *Elementary School Banking*. W. Rector.

SCHOOL BANK (cont'd)

- 48 Vol. 11:32. V. *A Fifth Grade Bank That Went to High School.* M. English.
- 834 Vol. 10:3-7 S'30. *Newark's School Savings System.* J. Dougan.
- 300 75-7. II. *Our Bank.* Construction of bank building and of the various departments.
- 124 78. V. *Playing Bank.* Arithmetic project.
- 820 Vol. 36:61 S'27. VII-VIII. *Project on Banking.* E. Waldron.
- 34 186-98. V. *The School Bank.*
- 278 60. VI-VII. *A School Bank.* Citizenship project.
- 278 61-2. A.G. *School Savings Club.*
- 832 Vol. 4:112 Ja'31. *Student Bank Fosters Thrift.* L. Rector.

SCIENCE

- 803 Vol. 6:58-70. *Backgrounds of Science for the Young Child.*
- 14 Vol. 5:355-6. III. *Condensation.*
- 878 Vol. 8:517-20 O'31. *Creative Science Activities.* C. M. Dietz.
- 122 139-40. VI. *Crystals—Alum, Salt, Sugar.* Differences of mineral salts and making crystals.
- 14 Vol. 5:285-6. II. *Difficulty of Stopping Heavy Bodies in Motion.*
- 824 Vol. 7:80-2 Ja'29. II. *An Elementary Science Unit.* F. Button.
- 140 55-9. II. *Energy and Matter.* Floating objects; evaporation of water; sun as a source of heat; hot air rises, etc.
- 140 85-9. III. *Energy and Matter.*
- 44 Vol. 5:354-5. III. *Evaporation.*
- 332 5-15. I. *Full Science or Nature Study.* V. Eldridge.
- 826 Vol. 13:71-3 S'30. I. *A First Grade Science Project.* G. Crawford.
- 14 Vol. 5:358. III. *Floating Objects.*
- 184 29-31. VII. *Geology of Denver.*
- 296 81-2. V. *Gravitation.*
- 288 1-79. VI. *Great Pioneer Movements in Science, Industry and the Arts.*
- 228 91-2. V. *How Early Man Harnessed Nature to Bring About Better Living Conditions.*
- 878 Vol. 8:325-6 Ap'31. *How to Teach Science in the Elementary School.* Mrs. L. Blanpied.
- 238 131-2. IV. *The Inclined Plane.*
- 238 120. IV. *Inclined Planes.*
- 848 Vol. 19:255 Je'31. VIII. *Installation of a Buzzer System in Olaa School: A Science Club Project.* S. Mitsuo.
- 296 48-9. III. *Length of Day and Night.*
- 238 120. IV. *Levers.*

SCIENCE (cont'd)

- 378 Vol. 8:514-7 O'31. *Life Science at Bronxville*. A. M. Greve.
- 368 28-34. Kdg. *Natural Phenomena*.
- 390 25. Kdg.-I. *Natural Phenomena*. Mountains and canyons; rain, snow, and wind.
- 238 36. I. *Physical Nature*.
- 238 64. II. *Physical Nature*.
- 26 27-32. I-VII. *Physical Science*. Deal in concrete way with forces such as wind, water and electricity, the properties of coal and iron, and measurements of time, space, heat and light.
- 238 197-203. VI. *Physical Science*.
- 10 84-7. I-II. *Playing with Materials for Scientific Experiment*. Compass, scales, thermometer, barometer.
- 14 Vol. 8:287. VI. *Production and Transmission of Sound*.
- 56 85-8. *Science*. The children take part in some experiments in the Science Laboratory to help them in the building of their City.
- 824 Vol. 8:38-40 N'29. Pr. *Science Adventures in Primary Grades*. J. Turnbull.
- 878 Vol. 8:520-31 O'31. *Science and Shop at Park School*. H. Van Aller.
- 826 Vol. 13:295-8 F'31. V. *Science for Fifth Grade*. J. H. Whitten.
- 826 Vol. 13:378-82 Ap'31. IV. *Science for Fourth Grade*. J. H. Whitten.
- 826 Vol. 13:129-33 N'30. II. *Science for the Second Grade*. J. H. Whitten.
- 826 Vol. 13:481-6 Je'31. VI. *Science for Sixth Grade*. J. H. Whitten.
- 826 Vol. 13:185-90 D'30. III. *Science for the Third Grade*. J. H. Whitten.
- 804 Vol. 10:88-95 N'30. IV-VI. *Science Laboratories for Grades Four, Five, and Six, in Coöperative Group Plan; Activities in Science, Health and Arithmetic*.
- 870 Vol. 3:167 D'29. *A Science Project—"What has the Child of 1926 to Be Thankful for?"*
- 184 52. VIII. *Science Versus Superstition*.
- 803 Vol. 7:23-5 S'30. *Science Work*. Grand Rapids, Michigan.
- 14 Vol. 5:356-7. III. *Solubility*.
- 296 51-2. III. *Some Uses of the Compass*.
- 184 31-2. VIII. *Source of Energy*.
- 14 Vol. 5:226-30. I. *A Study of Evaporation*.
- 706 58-67. II. *Studying Science*.
- 14 Vol. 5:253-4. I. *Summer Suggestions in Science*.
- 230 207. II. *Thermometer*.
- 262 32-3. III. *Thermometer*.
- 878 Vol. 8:531-3 O'31. *A Workshop of Science*. W. C. Allen.

SEA LIFE

- 254 81. I-II. *Collecting Shells, Leaves, Seeds, etc.*
 10808 Vol. 48:350-1 Ja'31. A.G. *Down Under the Sea With Sponges.* J. Zimmerman.
 878 Vol. 6:260-1 S-O-N'29. *Sea Life Batiks.* D. Smith.
 160 17-8. VII. *Story of the Sea.* Literature unit.
 836 Vol. 4:15 Je'30. II. *A Study of Shells.* P. Yeager.
 256 193. III-IV. *Visit Rocky Beach at Low Tide.* Study sea life.
 242 29-36. II. *Wonders of the Sea.* Sea products used by man serve as basis for this study.

SEASONAL

- 10238 111-3. IV. *Autumn Changes.*
 872 Vol. 43:168 N'25. *Autumn Observation Lessons.* L. B. Zittel.
 368 81-2. Kdg. *An Autumn Party.*
 10808 Vol. 48:772 Je'31. Int. *Cut Paper Design.* W. V. Winslow. Spring project.
 820 Vol. 35:68 Mr'26. *Enter Spring.* Rural school activity.
 820 Vol. 37:70 O'28. *A Fall Activity.* B. Hamilton.
 240 191-3. III. *How the Seasons Affect Life.*
 1014 Vol. 5:273-7. II. *Man's Preparation for Winter.*
 172 79-83. I. *Preparation for Winter.*
 1240 181-3. II. *Preparations for Summer.*
 284 56-9. VIII. *Seasons.*
 296 26-7. I. *Signs of Spring.*
 282 115-7. Kdg. *Spring Activities.* Marbles, kites, tops, etc., made by children.
 820 Vol. 37:52 Mr'28. *A Spring Project.* E. M. Cross.
 282 117. Kdg. *Spring Project.* Construction of bird houses, flower pots, planting seeds, etc.
 172 208-14. I. *Spring Unit.* Observation of signs of spring.
 368 82. Kdg. *Spring's Arrival.*
 884 Vol. 8:28-38 My'25. A.G. *Summer Activities.* L. Whitaker. Things to do.
 238 37. I. *Summer Activities.*
 238 94. III. *Summer Activities.*
 238 122-4. IV. *Summer Activities.*
 238 161-2. V. *Summer Activities.*
 296 23-4. I. *Winter Conditions.*
 154 134. V. *Winter Fun.* Brief account of writing and illustrating a book.
 876 Vol. 33:23 Ja'25. *A Winter Geography Project.* E. Norris and F. Banks. Elves of the Northland.
 122 91-2. V. *Winter Sports.* How ice and snow are formed and the play possibilities of snow. Suggested activities, information, and methods of procedure.

SEEDS

- 810 Vol. 40:67 S'31. *An Agricultural Seed Chart*. G. Baldwin.
7014 Vol. 5:200. I. *The Function of Seeds*.
7014 Vol. 5:250-1. I. *The Functions of Seeds*.
390 22. Kdg.-I. *Garden Seeds*.
238 47-8. I. *Nuts as Seeds—The Chestnut*.
356 27. I. *Planting Seeds for the Spring Window Box*.
296 18-9. I. *Plants Have Seeds*.
110 74. III. *Seed Collection*. Number work emphasized.
7014 Vol. 5:330-2. III. *Seed Dispersal*.
296 78. V. *Seed Dispersal*.
238 61-2. II. *Seed Travelers*.
390 21. Kdg.-I. *Seeds*.
238 32-3. I. *Seeds*.
232 59. I-II. *Seeds and Nuts*. Collecting and observing seeds and nuts.
70800 Vol. 16:43-4 My'31. III. *We Made a Seed Chart*. E. Harwood.

SEWING

- 164 39-40. Kdg. *Apron*. Making aprons to use in school.
820 Vol. 35:46 D'25. *December Sewing Projects*. M. Grubb.
70130 478. Kdg. *Making Aprons*.
138 119. I. *Making Work Aprons*. A. M. Crowell.
20 355-61. *Sewing*. Making of clothes both by hand and machine.
7056 66. *Sewing*. Making cooking aprons.
218 86-7. I. *Sewing*.
220 77-9. Int. *Sewing*.
820 Vol. 35:56 O'26. *Sewing Project for October*. M. Grubb.

SHEEP

- 850 Vol. 16:23 Ja'28. *A Modern David. A Project With Sheep*. D. Jontz.
716 1-16. Pr. *Sheep*. B. Hyde. Bibliography.
294 249. IV. *Sheep Raising*. Study sheep ranch and centers of meat packing industry.
180 27-9. V. *Sheep Raising*. The study revolves about the query, "Why is it profitable to raise sheep?"
150 21-2. V. *Sheep-Raising in Plateau States*. Study of reasons (physical) for the adaptation of this industry to the Plateau States.

SHELTER

- 220 55-9. IV. *Activities Around Shelter*.
710 1-6. *Adobe Houses*. B. Monroe.
710 1-2. *African Shelters*. B. Ankerman.
828 Vol. 1:6 D'27. IV. *Building a Log Cabin*.

SHELTER (cont'd)

- 200 172-9. III. *From What Sources Do We Get Our Shelter, Clothing and Food?*
- 7 C14 Vol. 3:511. III. *Houses of Various Peoples.*
- 7 C240 114. II. *How We Are Sheltered.*
- 7 C20 235. *Shelter.* Making of wigwams, mud huts, tents, dug-outs, log houses, and modern homes.
- 110 10-3. Kdg.-I. *Shelter.*
- 108 22-3. I. *Shelter.* Art project.
- 228 43-5. II. *Shelter.*
- 108 31-2. II. *Shelter.* Homes of primitive people.
- 66 47-51. II. *Shelter.* Its evolution from primitive to modern.
- 294 409. III. *Shelter.*
- 294 227. III. *Shelter.* Materials and comparison of local, Eskimo, and African homes.
- 226 51-2. III. *Shelter.*
- 66 88-94. III. *Shelter.* Past used to interpret the present. Use of natural resources to fit physical need for shelter. Care of houses. Bibliography.
- 108 53-5. IV. *Shelter.* Kinds of homes built by the first white settlers.
- 354 74-6. IV. *Shelter.*
- 66 141-52. IV. *Shelter.* Evolution from primitive to modern man.
- 108 69-72. V. *Shelter.* Buildings constructed by Greeks and Romans.
- 66 217-28. V. *Shelter.* Its evolution from primitive to modern.
- 66 297-305. VI. *Shelter.* Shelter of the modern world. Furnishings, lighting facilities, beauty, care of house.
- 108 87-90. VI. *Shelter.* What did the Middle Ages give the world in architecture?
- 324 80-96. VII. *Shelter.* Study of house wiring; plumbing; house repairing; house painting; concrete work.
- 196 47-61. III. *Shelter and Fuel.*
- 7 C240 37-44. I. *Shelter Experiences.*
- 7 C28 83. III-IV. *Shelter for Primitive Man.*
- 7 C224 7-8. I. *Shelter of the Family.*
- 7 C803 Vol. 3:123-31. II. *Shelter Project.* R. Strickland.
- 7 C216 90-3. III. *Shelter Study.*
- 7 C356 179-80. III. *Study of Shelter.* Making tepee; tanning leather; construction, etc.
- 384 11-3. II. *The Study of Shelter.*

SILK

- 874 Vol. 44:372-4 Ja'27. VI. *A Geography Project on Silk.* M. Pooley.

SILK (cont'd)

- 844 Vol. 48:13 S'30. IV. *Mr. Caterpillar Sets Up a Silk Factory in a Fourth Grade Room.* L. Webb.
- 710 1-20. *Silk.* H. Mount.
- 64 373-9, 403-7. III. *Silk.*
- 44 46-7. II. *Silk Activities.*
- 7 18 107-10. VI. *Silk Industry in France.*
- 292 281-4. IV. *Silk Project.*
- 820 Vol. 34:62 My'25. VI. *A Silk Project.* C. Tuttle.
- 816 Vol. 4:29 O'31. *Silk Worms for Pets in the School Room.* G. Blaisdell.
- 14 Vol. 3:535-6. Pr. *The Study of Silk.*
- 14 Vol. 7:218-22. Int. *The Study of Silk.*
- 106 91-3. IV. *Where Does Silk Come From?* Study of silk industry; study of life in Japan and China.

SOCIAL STUDIES

- 800 Vol. 15:11-5 Je'30. *Activities in the Social Studies.* J. Hahn.
- 876 Vol. 33:382 Je'25. III. *Adapted Sociology.* Study of human development.
- 722 55-8. V. *Social Studies.* General description of the year's work covering colonial life, westward expansion, and inventions.
- 722 63-7. VI. *Social Studies.* Discussion of units covering major civilizations from earliest man to present day.
- 872 Vol. 42:246 Ja'25. V. *A Social Science Project.* J. De Pue.
- 850 Vol. 20:81-6 N'31. *Social Service Work in a Chicago Elementary School.* E. V. Tubbs.
- 870 Vol. 3:84-5 Je-Jl-A'29. III. *A Third Grade Project in Social Science.* J. McNaught.

SOUTH AMERICA

- 258 205. V. *Amazon.* Exploration trip.
- 248 175-7. V. *Argentina.* Similarities between Argentina and U. S.
- 248 171-5. V. *Brazil.*
- 248 178-80. V. *Chile.*
- 294 275. V. *Coffee—South America.*
- 382 Vol. 27:548 My'28. V. *Correlating Art and Geography.* B. M. Wadsworth. Study of coffee as part of a unit on Brazil.
- 196 43-50. V. *The Countries and People of South America.*
- 252 207-10. V. *Further Suggestions for Work Relative to South America.*
- 362 115-8. VI. *General View of South America.*
- 150 391-2. VI. *A Geography Game.* A geography reading game on South America.
- 228 126-7. VI. *How Latin-America Developed.*

SOUTH AMERICA (cont'd)

- 182 149-51. VI. *How South America Makes Use of the Rich Mineral Resources.*
 820 Vol. 37:63 N'27. VI. *An Imaginary Tour.* E. Stephenson. To South America.
 166 V. *Letters, Business.* In preparing for an imaginary trip to South America, business letters were written to steamship companies.
 700 174-7. VI. *The Northern Andean Countries.* The contribution of these countries to the trade of the world.
 158 70-2. VIII. *Our Latin-American Neighbors.*
 820 Vol. 38:57 My'29. VII-VIII. *A Project Play: Uncle Sam Visits South America.* M. Liles.
 203-4. *South America.*
 166 95-106. V. *South America.*
 306 77-82. V. *South America.*
 344 260-8. V. *South America.* How South American countries contribute to our needs and how we in turn contribute to their welfare and prosperity.
 14 Vol. 8:399-406. V. *South America.*
 128 161-9. VI. *South America.*
 112 305-18. VI. *South America.*
 364 49-52. VIII. *South America.*
 196 37-43. V. *South America—Natural Conditions.*
 30 149-53. V. *A South American Exposition.*
 258 82-4. V-VI. *South American Exposition.* Planning an exposition and securing exhibits.
 834 Vol. 10:198 Je'31. VI. *Study of Brazil.* H. Melnik.
 876 Vol. 33:248-51. V. *Studying South America Intensively.* A. L. Feiner.
 862 Vol. 24:216 Ja'31. Int. *Teaching South America.* A. Millar.
 163-6. V. *Trip to South America.*
 862 Vol. 24:363-5 My'31. V-VI. *A Unit of Work in Geography.* R. Bryson. South American tour with Prince of Wales.
 182 151. VI. *Why the A B C Countries Have Contributed Most to the Development of South America.*

SPAIN

- 820 Vol. 37:40 N'27. V. *History and Geography in the Intermediate Grades.* J. L. Duboc. Spain and Portugal.
 820 Vol. 37:34 D'27. V. *History and Geography in Intermediate Grades.* J. L. Duboc. Spain and Portugal.
 112 284-90. VI. *Spain and Portugal.*
 344 304-10. VI. *Spain and Portugal.* Spain and Portugal in the exploration and colonization of America. The factors responsible for their decline as nations of importance in the world of affairs.
 44 171-6. V. *Study of Spain.*

SPAIN (cont'd)

- 706 163-4. V. *What Is Life in Spain Like and in What Ways Are the People of Spain Related to Other Peoples of Europe and to Us?*

SPANISH TRAIL

- 7012 1-23. IV. *The Spanish Trail*. M. MacNeal.

SPELLING

- 706 87-96. II. *An Account of a Spelling Study*.
820 Vol. 35:48 Ap'26. *An Exciting Race*. D. Mack. How an interest in spelling was developed.
876 Vol. 34:43 Ja'26. *January Spelling Projects*. A. Knight. On health.
876 Vol. 34:189 Mr'26. *March Spelling Project*. A. Knight. Holland and Pilgrims.
118 61-2. Pr. *Spelling*. Suggested activities.

SPINNING

- 710 1. *Simple Spinning*.

STAMPS

- 820 Vol. 36:84 Mr'27. VII-VIII. *A Stamp-Book Project*. N. Barnhart.

STATES

- 100 523-9. IV. "*Alabama Under Five Flags*." Marionette show.
128 66. IV. *Book of California*.
364 55-6. VIII. *A Book to Advertise California*.
256 147. IV. *California*.
248 10-23. IV. *California As a Tourist Center*.
128 78-95. IV. *California in Relation to the Rest of the World*.
248 23-8. IV. *California Missions*.
302 95-105. IV. *California Today*.
128 67-75. IV. *California's Gifts*.
890 Vol. 13:27-9 N'31. *Delaware History Project Culminating in Closing Day Program*. A. K. Ratledge.
890 Vol. 12:25-9 Mr'31. III. *Delaware Long Ago*. Dramatization of Delaware history.
258 198. V. *Discovery of California*. Film showing fruits, flowers at all seasons, landing of Father Serra, and bringing of religion to California.
244 33. II. *Early Californians*. Suggested art activities.
306 12-6. IV. *Early History of Oklahoma*.
246 296-308. II. *Early Settlers in California*. Contrast of means of transportation and method of living with modern times.

STATES (cont'd)

- 196 11-21. IV. *The Effect of the Great Lakes on Michigan.*
- 870 Vol. 2:155-8 D'28. A.G. *An Exchange of Projects.* W. S. Fisher. Project on Rhode Island developed by the entire school to be sent to another school system under platoon organization.
- 294 412-3. III. *First Settlers in Louisiana.* Iberville and Bienville at Biloxi (1699) are studied.
- 724 1-7. VIII. *Five Scenes from Michigan History.* Culmination of a term's work in history and geography. Play may be given in pantomime or simple dialogue.
- 872 Vol. 43:491-4 My'26. *Georgia, "The Empire State."* Mrs. M. T. Johnson.
- 870 Vol. 3:119-24 S-O-N'29. *Historical Romance of California.* Coöperative auditorium project.
- 100 475. IV. *How Have Iron and Coal Helped Alabama to Grow and Prosper?*
- 256 294. III-IV. *Illustrating Early Life in California.*
- 196 37-47. IV. *Industries and Products of Michigan.*
- 356 275-86. *A Journey Through Texas.*
- 852 Vol. 8:32-6 My'30. *Kentucky History in the Elementary Grades.* M. Floyd.
- 226 87-97. IV. *Know Indiana.*
- 338 120-36. VI. *Know Your State.* Study of North Carolina.
- 874 Vol. 45:110 O'27. VI. *Language and Geography Project.* P. Crutchfield. Study of North Carolina.
- 204 15-21. IV. *The Little Citizen of California.* Complete study of California.
- 102 1-29. III. *Living in Temperate Lands—Maryland.* Detailed unit including information, bibliography and supplementary materials.
- 20 238. *Local History.* Use of pageant as background for state History.
- 298 6. VI. *"Made in Carolina."* Local industries.
- 256 48-50. IV. *Making Materials for California History and Geography.*
- 348 14. IV. *Minnesota's Relation to the Continent on Which We Live.*
- 348 14. IV. *Minnesota's Relation to the Country in Which We Live.*
- 128 65. IV. *The Missions of California.*
- 196 29-37. IV. *Natural Resources of Michigan.*
- 888 Vol. 27:52 Ap'31. IV. *A Noteworthy California History Project.* B. Grast. California Missions.
- 322 48. V. *Pennsylvania Day Program.*
- 306 20-4. IV. *Pioneers of Oklahoma.*
- 820 Vol. 34:36 S'25. Int. *The Project That Won a State Prize.* L. Mack. Study of native state.

STATES (cont'd)

- 156 176-91. VII. *Puritan and Cavalier in Ohio and the Nation.*
- 812 Vol. 29:258-65 S'30. *Reconstructing the Geography of Alabama.* F. A. Carlson.
- 306 24-30. VI. *Resources and Industries of Oklahoma.*
- 170 279-94. II-IV. *San Jacinto.* Assembly program on heroes of Texas.
- 303 Vol. 1:326-34 Mr'25. III. *St. Francis of Assisi—An Introduction to California History.* E. Ringer.
- 348 10-2. IV. *State of Minnesota—Its Development.*
- 362 18-31. IV. *The Story of California.*
- 356 240. IV. *Study of Texas.* Involves the use of reference books, tables of content, index, etc.
- 252 88-9. IV. *Suggested Activities or Enterprises Which Will Help Children to a Better Understanding of California.*
- 862 Vol. 24:111-3 N'30. Int. *Teaching Virginia History.* A. Millar.
- 170 251-5. III-V. *Texas.* Assembly program of Texas heroes and dramatization of a legend, "The Blue Bonnet."
- 70 255-61. VI-VII. *Texas in the Making.* Assembly program.
- 294 104-6. V. *To Develop a Pride in and Love for Louisiana.* Historical, governmental, and physiographic approach to Louisiana as a state in our Union.
- 256 294-96. III-IV. *Touring California Today.*
- 858 Vol. 13:15 N'31. IV. *Travels Through Oklahoma.* E. Pack.
- 718 1-6. IV. *Unit Study of Pennsylvania.* A. Kelly.
- 303 Vol. 6:121. IV. *Virginia History Play.* I. E. Harden.
- 844 Vol. 49:4-5 S'31. VI. *What May Happen When Children Tie Questions to Arrowheads.* I. Prater. Year's unit of work resulting in a museum of history and industries of Alabama.

STOCK RAISING

- 180 25-7. V. *Cattle Herding.* Why is Chicago the largest meat packing center in the world?
- 294 226. III. *Cattle Industry.*
- *248 47-51. IV. *Cattle Ranches.* Cattle ranching in California. Cowboys, feed, care of cattle, etc.
- 180 16-9. V. *Corn and Hog Raising.*
- 294 228. III. *Ranching.* Visit poultry farm and meat market, study life on ranch, collect cattle products.
- 354 51-2. III. *Stock Raising.*
- 376 145-58. V. *Stock Raising.*
- 180 169-86. V. *Stock Raising.*
- 396 213-22. VIII. *The Use of the Grazing Lands.*
- 182 121-2. VI. *Why Stock Raising Is an Important Industry in the United States.*

STORE

- 818 Vol. 11:65-6. Ap'30. *An Annual Toy Shop.*
- 104 65. I. *Bakery.*
- 112 118. I. *Bakery and Stores.*
- 130 188-92. I. *Building a Fish and Crab Store.*
- 388 49-50. Kdg. *Building a Florist Shop.*
- 136 44-5. I. *Building a Grocery Store.*
- 136 70-2. II. *Candy Shop.*
- 726 1-8. VI. *The Chinese Toy Shop.* J. L. Albanese.
- 242 31-5. Kdg. *The Department Store.*
- 226 21-3. I. *A Department Store.*
- 154 90-9. I. *A Department Store.*
- 118 198-205. I. *Department Store.* Making a store, articles to sell, and signs.
- 162 371. Pr. *A Doll Shop.*
- 246 20-5. Kdg. *Dress Shop.*
- 834 Vol. 9:66-7 D'29. I. *A First Grade Store.* G. Norris.
- 242 36-40. Kdg. *The Florist and Greenhouse.*
- 368 83. Kdg. *The Florist Shop.*
- 110 46. I. *Florist Shop.*
- 162 13-4. II. *The Flower Shop.*
- 198 27. Kdg. *Flower Store.*
- 126 352-4. Kdg. *A Fruit Store Project.*
- 388 44-5. Kdg. *Gift and Toy Shop.*
- 136 76-80. I. *Gift Shop.*
- 136 44-6. I. *A Gift Shop.*
- 378 79-81. II. *A Gift Shop.*
- 256 337. III-IV. *Going to the Store.* Arithmetic project.
- 352 32-3. Kdg. *"Grand Opening" of Piggly Wiggly Store.* Dramatization.
- 154 141-4. II. *Grandpa Grumbles' Toy Shop.*
- 820 Vol. 37:92 Mr'28. *A Grocery Store.* M. Scott.
- 814 Vol. 38:37 N-D'25. *A Grocery Store.*
- 212 41-4. Kdg. *A Grocery Store.*
- 198 26. Kdg. *Grocery Store.*
- 803 Vol. 2:115. Kdg. *The Grocery Store.* F. Daingerfield.
- 803 Vol. 2:139-43. I. *The Grocery Store.* B. Dignus.
- 700 44-7. I. *A Grocery Store.*
- 712 1-15. I. *A Grocery Store.* G. Vaughan.
- 110 44. I. *Grocery Store.* Number content in connection with grocery store.
- 378 44-9. I. *A Grocery Store.*
- 64 74-91. I-II. *The Grocery Store.*
- 38 118-9. II. *The Grocery Store.*
- 46 19-20. II. *Grocery Store.*
- 250 118-24. II. *A Grocery Store.*
- 124 50-1. II. *The Grocery Store.* Number experiences.
- 136 69-79. II. *A Grocery Store.*

STORE (cont'd)

- 40 400-4. IV. *Grocery Store*. Outlines studies of location, conduct of store, and services to community.
- 282 70-2. Kdg. *Grocery Store Project*. Construction of store from boxes and blocks, supplying it with fresh fruits and vegetables.
- 876 Vol. 34:246 Ap'26. Kdg.-I. *A Hat Shop*. E. Johnston.
- 154 104-6. I. *The Hat Shop*.
- 844 Vol. 49:7 D'31. II. *How Mr. Bunny Started a Toyshop*. G. Taylor.
- 242 24-7. Kdg. *How the Grocer Helps the Family*.
- 246 47-52. Kdg. *Jewelry Store*.
- 124 73. V. *Keeping a Dry Goods Store*. Shows how a ribbon sale may be conducted and a study of fractions involved.
- 124 57-9. III. *Keeping a Furniture Store*. "An activity to introduce the reading and writing of United States Money."
- 124 68-73. IV. *Keeping a General Merchandise Store*.
- 124 56-7. III. *Keeping School Supply Store*. Practical experience is provided with emphasis on number.
- 14 Vol. 4:329-30. Kdg. *Keeping Store*. Arithmetic project.
- 322 70. Kdg. *A Kindergarten Flower Shop*.
- 888 Vol. 27:32 N'31. Kdg. *A Kindergarten Grocery Store*. R. Harding.
- 858 Vol. 7:13 Ap'26. I. "Let's Play Store." E. Miller. A number project.
- 874 Vol. 44:360 Ja'27. Pr. "Let's Play Store." F. Brumbaugh.
- 218 168. III. *Make a Play Store*.
- 356 95-8. II. *Making and Playing Store*. A play store is made. Vocabulary, reading and arithmetic are developed.
- 218 133-4. II. *Making a Bakery*. References on bakery and on bread.
- 58 46. Kdg.-II. *Making a Clock Store*. Making variety of clocks, and clock store.
- 64 51-7. I-II. *Making A Department Store*. Constructing and furnishing.
- 360 113-4. III. *Making a Music Store and Giving a Radio Concert*.
- 14 Vol. 2:58-62. I. *Making Plans and Solving Problems*. Planning and constructing a dry goods store.
- 124 50. II. *Making a Seed Store*. Involving number work.
- 218 119-29. *Making a Store*. Suggestions for initiating the study; things the pupils may do; activities carried on in a store.
- 124 45-6. I. *Making a Store*. Number work stressed.
- 218 101-12. I. *Making a Store*. Describes in detail the construction of a store in a school.
- 110 45. I. *Millinery Shop*. Number content in connection with millinery shop.

STORE (cont'd)

- † 882 Vol. 26:498-9 Ap'27. IV. *Miniature Oriental Shop*. V. Bissell.
- 246 209-21. I. *The Music Store*. Includes: purpose; location; clerks; customers; instruments; supplies; equipment and plan of store; making a representation of a store.
- 244 27. I. *Music Store*. Suggestions for fine and practical arts activities.
- 124 71. V. *Opening a Musical Instrument Store*. Shows how advertisements and catalogs may be used.
- 888 Vol. 26:15 Je'30. A.G. *Our Country Store*. O. Burr.
- 7 800 Vol. 16:39 Ja'31. Kdg. *Our Fruit and Vegetable Stand*. C. Towle.
- 306 9-13. I. *Our Grocery Store*.
- 376 21-6. II. *Our Grocery Store*.
- 820 Vol. 35:69 O'26. *Our Model Store*.
- 240 93-100. I. *Our Pet Shop*.
- 136 48-50. II. *Our Pet Shop*.
- 820 Vol. 34:47 S'25. Pr. *Our Store*. S. Jolly.
- 828 Vol. 3:2-4 Mr'30. I. *Our Toy Shop*. E. Adams.
- 856 Vol. 7:27-8 S'30. I. *Outline of a Toy Shop Project*. V. Francis.
- 7 98 206-17. I. *Owl Drug Store*. Making articles and signs for a drug store.
- 300 47-9. Kdg.-II. *A Play Dry Goods Store*.
- 7 800 Vol. 16:19 My'31. Kdg.-II. *A Play Fruit Store*. F. M. Hunter.
- 300 41-3. Kdg.-II. *A Play Fruit Store*.
- 300 44-6. Kdg.-II. *A Play Grocery Store*.
- + 50 185. Kdg. *Playing Grocery*.
- 820 Vol. 35:103 My'26. *Playing Store*.
- 7 16 189-92. *Playing Store*.
- 346 18-21. Kdg. *Playing Store*. Experience with various activities connected with stores.
- 164 47-9. Kdg. *Playing Store*.
- 706 41-5. II. *Playing Store*.
- 68 71-98. II. *Playing Store*.
- 46 292-3. II. *Playing Store*.
- 176 136. III. *Playing Store*. Number work stressed.
- 256 288. III-IV. *Playing Store*.
- 256 338. III-IV. *Playing Store*. Arithmetic project.
- 14 Vol. 2:447. Pr. *Playing Store as Language Material*.
- 246 66-75. Kdg. *Picture Shop*. Outlines studies and outcomes.
- 820 Vol. 36:59 N'28. Pr. *A Primary Store Project*. L. Thompson. Arithmetic project.
- 832 Vol. 3:137-40 Mr'30. *Pulaski Grocery Store Clarifies Arithmetic*.

STORE (cont'd)

- 7 C32 50. I-VI. *Putting up a Grocery Store in the Class Room.*
 136 14-6. III. *A School Store.*
 860 Vol. 8:367 N'30. *Science Store.* G. W. Earle.
 876 Vol. 34:66 Ja'26. II. *A Second Grade Grocery Store.* E. Thorner.
 38 91-2. Kdg. *A Seed Store.*
 820 Vol. 34:55 Ja'25. Kdg.-I. *A Shoe Store Project.* L. Slothower.
 603 Vol. 2:118 My'25. Kdg. *The Shoemaker's Shop.* F. Daingerfield.
 824 Vol. 9:118 Ja'31. VI. *A Shop Project.* V. O'Keefe. Colonial kitchen.
 7 C82 Vol. 24:502-4 Ap'25. Kdg. *A Shop Window.* H. Savoye. Display of miniature spring styles.
 162 1-3. Kdg. *The Store.* Primarily manual activities as construction of the building.
 232 68. I-II. *Store.* Learning value of money through store play.
 202 23-4. II. *The Store.*
 130 184-8. II. *Store.*
 38 118. II. *The Store.* Make a store from boxes, paper money, price tags, articles to sell, etc.
 136 74-6. IV. *Store.* Making a store in connection with arithmetic.
 110 45. I. *Five- and Ten-Cent Store.* Number content in connection with store.
 262 20-2. III. *Store or Shop.*
 104 30-1. I. *Store Project.* Discussions of errands, visiting grocery stores, building a block store, hearing a story on stores, and reading 'ads.'
 14 Vol. 4:42-8. I. *The Store Project.* Emphasis on art activities.
 214 24-6. III. *Store Project.* Activities in arithmetic.
 856 Vol. 7:54 O'31. II. *Storekeeping.* L. Culpepper.
 716 122-7. II. *Study of Fruit Store.*
 820 Vol. 34:54 Je'25. Pr. *A Successful School Store.* M. Geiss.
 258 40-1. V-VI. *Taking a Trip to Newmark's.* Visit to wholesale grocery.
 240 283-90. III. *Taro and Take's Shop.*
 820 Vol. 37:72 O'28. *A Toy Grocery Store.* J. M. Perry.
 246 97-105. Kdg. *Toy Shop.* Outlines studies and outcomes.
 352 26-8. Kdg. *A Toy Shop.*
 172 158-64. I. *The Toy Shop.*
 242 23-30. I. *The Toy Shop.*
 820 Vol. 38:54 Mr'29. II. *The Toy Shop.* A. Adams.
 234 104. II. *Toy Shop.* Account of number experiences developed during the study.

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- 120 350-2. *The Toy Shop Project.*
- 138 114. *Toy Store.* G. Gwynn.
- 820 Vol.38:53 Ja'29. I. *A Toy Store in the First Grade.* K. Daniels.
- 154 59-68. IV. *A Trading Post.*
- 304 15-8. Kdg.-II. *A Trip to a Department Store.*
- 64 45. I. *A Trip to a Grocery Store.*
- 304 29-31. Kdg.-II. *A Trip to the Neighborhood Grocery Store.*
- 382 98-106. Kdg. *A Walk to a Fruit Store.* Stresses language development and vocabulary building in connection with an excursion.

STORIES

- 154 83-7. IV. *Amusing Little Children.* Finding stories and games for younger brothers and sisters.
- 374 132-3. I. *The Bunkhouse Story.*
- 154 82-86. I. *The Elves and the Shoemaker.*
- 36 60-7. *Ethical Stories.*
- 36 35. II. *Fairy Tales.*
- 808 Vol.48:116 O'31. *Familiar Stories in Project Form.* E. N. Chaddock and F. Banks. Stories used are, "The Little Red Hen" and "Little Red Riding Hood."
- 256 207. III-IV. *Finding Stories.* Making them into plays and stories.
- 36 57-60. *Humorous Stories and Verses.*
- 820 Vol.37:52 Je'28. *Making a Project from a Legend.* F. Marsh.
- 36 21. Kdg.-I. *Nursery Stories.*
- 876 Vol.33:184 Mr'25. *The Old Woman Who Lived in a Shoe.* E. Norris and F. Banks.
- 710 1-9. *Pedro Helps Keep the City Clean.* E. Butler.
- 808 Vol.48:382 Ja'31. *Romance of the Real.* B. Beggs. Account of developing stories from real experiences.
- 56 84-5. *Stories.*
- 58 78-83. Kdg.-II. *Stories.* Listening to stories, making simple blackboard stories, reading, telling and discussing stories: dramatizing a story, and illustrating stories by drawings and cuttings.
- 36 45-52. III. *Stories in the Third Grade.*
- 36 55-6. *Stories of Historical Characters.*
- 36 34-5. II. *Stories Which Enrich Class Studies.*
- 14 Vol.3:172-8. III. *A Story-Hour Club in the Third Grade.*
- 14 Vol.3:182-93. III. *A Story-Hour Meeting.*
- 820 Vol.35:63 S'26. *A Story Tellers' Club.* E. T. Leavy.
- 36 67-71. Pr. *Story Telling.* Suggestions for telling stories.
- 12 78. I. *Story Telling and Relating of Experiences.*

STORIES (cont'd)

- 146 21. V. *Story Telling Club*. Programs, using materials gathered in all lessons.
- 803 Vol. 4:3-8. Kdg. *Story Telling—A Creative Expression*. D. M. Pierce.
- 876 Vol. 33:234-6 Ap'25. *Story Telling—Literature Correlation*. A. L. MacKinnon.
- 294 172-3. I. *Telling Stories*.
- 146 16. V. *Telling Stories*. Comparing own experiences with those suggested by poems.
- 258 137. V-VI. *Telling Stories*.
- 876 Vol. 33:167 Mr'25. *Three Bears Project*. E. Norris and F. Banks.
- 808 Vol. 48:456 F'31. *Two Story and Poster Projects*. E. Chad-dock and F. Banks. Suggestions for teaching "Hansel and Gretel" and "The Three Bears."
- 14 Vol. 3:158-61. I. *A Typical Story Hour in School*.

SUGAR

- 710 1-4. *Beet Sugar*. R. Kriebel.
- 294 401. II. *Harvesting Sugar Cane—November*.
- 242 52-4. Kdg. *How Maple Sugar is Made and Used*.
- 482 55. IV. *How We Secure and Use Sugar and Salt*.
- 856 Vol. 5:182 Ja'29. VI. *Life in a Maple Sugar Camp*. F. Brown.
- 354 57-8. III. *Manufacture of Sugar*.
- 876 Vol. 34:172-3 N'26. III. *A Maple Sugar Project*. C. Granger.
- 820 Vol. 34:34 Mr'25. Int. *A Problem-Project Study of Sugar*. B. McFarland.
- 220 143-6. VI. *The Story of Sugar*.
- 710 1-14. *Sugar*. V. Powell.
- 128 81-2. IV. *Sugar*.
- 294 401. II. *Sugar Cane Planted—January*.
- 150 48. V. *Sugar Industry in Porto Rico and Hawaii*.
- 180 22-4. V. *Sugar Production*.
- 830 Vol. 10:171 F'31. III. *A Third Grade Activity*. L. Hoard. Sugar study in geography.

SWITZERLAND

- 824 Vol. 10:17 S'31. IV. *A Geography Project on Switzerland*. M. Quinn.
- 228 87-8. IV. *How the People of Switzerland Have Adapted Themselves to the Highland*.
- 240 208-14. III. *How the Swiss Child Lives in a Land of Mountains*.
- 120 37. IV. *How the Swiss Use Their Land of Mountains*. Safety study.

SWITZERLAND (cont'd)

- 356 132-8. II. *In Switzerland.*
 288 1-30. IV. *Life in a Mountainous Region—Switzerland.*
 182 43. III. *Life in Switzerland.*
 240 272-6. III. *Life in Switzerland.*
 258 209-10. VI. *Life in Switzerland.*
 272 25-7. IV. *A Mountain Country.* Switzerland.
 '808 Vol. 48:626 Ap'31; 706 My'31. III. *Our Trip to Switzerland.*
 D. Lochhead. Discussion of a unit of work.
 714 44-52. III. *Study of Switzerland.*
 118 120-35. VI. *Swiss Alps.*
 164 125-9. III. *Swiss Life.*
 710 1-21. *Switzerland.* G. Stephenson.
 244 37. III. *Switzerland.* Suggested art activities.
 204 10-1. III. *Switzerland.*
 64 449-54. III. *Switzerland.*
 128 54-63. III. *Switzerland.*
 246 372-7. III. *Switzerland.*
 376 34-40. III. *Switzerland.*
 306 50-6. IV. *Switzerland.*
 242 54-62. IV. *Switzerland.* Geography.
 112 140-6. IV. *Switzerland.*
 354 85-7. IV. *Switzerland.*
 268 48-9. IV. *Switzerland.* Health unit.
 266 64-72. IV. *Switzerland.* Art unit.
 330 110-21. V. *Switzerland.*
 248 225-9. VI. *Switzerland.*
 700 89-93. III. *Switzerland as Seen Through Heidi.*
 400 96-111. IV. *Switzerland, a Land of Mountains.*
 62 366-7. III. *A Third Grade Goes to Switzerland.*
 824 Vol. 9:40-3 O'30. IV. *Touring Switzerland.* E. Walker.
 Journey geography unit.
 14 Vol. 2:415-19. VI. *What Are Some of the Ways in Which the Relief of Switzerland Has Influenced the Occupations of the People?*
 106 167-8. V. *What Is Life In Switzerland Like and What Are Some of the Ways in Which the Swiss People Are Related to Other Peoples of Europe and to Us?*

TERRARIUM

- '800 Vol. 13:44 Mr'28. III. *A Schoolroom Terrarium.* M. Lackey.

TEXTILES

- 710 1-30. V. *Peruvian Textiles and Designs.* Spratt and Davis.
 74 350. *Study of Textiles.* Exhibit of samples and visits to stores to look at samples.

TEXTILES (cont'd)

- 294 155. A.G. *Textiles*. Uses of examples of beautiful design and color for appreciation.
- 238 159-60. V. *Textiles*.
- 876 Vol. 33:33 Ja'25. *Textiles—A Project*. A. Rosenberg.
- 7878 Vol. 5:238-41 Jl-Au-S'28. *Int. Twelve-Year-Olds Investigate the Textile Industry*. E. Steele.

THANKSGIVING

- 112 108. I. *Bringing and Sorting Fruits and Vegetables for Thanksgiving Offering*. Becoming familiar with kinds and sources of fruits and vegetables.
- 820 Vol. 35:56 N'25. Pr. *A Cabin for the Thanksgiving Sandtables*. M. Grubb.
- 138 122. III. *Composite Play—Thanksgiving*. R. Cole.
- 830 Vol. 10:71 N'31. Kdg. *Dramatization of the Story of Thanksgiving by Mexican Kindergarten Children*. A. Quarles.
- 138 96. II. *The First Thanksgiving*. I. Gray.
- 7808 Vol. 49:200 N'31. Pr. *The First Thanksgiving Day*. F. H. Warren. Sandtable project.
- 240 231-2. III. *How and Why We Celebrate Thanksgiving*.
- 7808 Vol. 48:206 N'30. *Our Auditorium Activities with Special Reference to Thanksgiving*. G. Smith.
- 814 Vol. 39:36-9 N-D'26. Kdg. *Preparation for Thanksgiving in the Kindergarten*. Dr. J. Merrill.
- 148 40-2. VI. *Preparing a Thanksgiving Program*.
- 814 Vol. 41:60 N-D'28. *Primary Studies in November and December*. M. P. Denny. Centered about Thanksgiving.
- 808 Vol. 49:190 N'31. A.G. *Seasonal Projects—Unit III*. E. E. Roderick. Thanksgiving Day.
- 810 Vol. 41:22 N'31. II. *Staging a Thanksgiving Play*. E. Eckford.
- 136 55. *Stories for Thanksgiving*.
- 388 56-8. Kdg. *Thanksgiving*.
- 14 Vol. 4:160-2. A.G. *Thanksgiving*. Possible art activities.
- 164 24-5. Kdg.-Pr. *Thanksgiving*.
- 240 53. I. *Thanksgiving*.
- 202 43-4. I-II. *Thanksgiving*.
- 218 188-90. Pr. *Thanksgiving*.
- 372 264-6. II. *Thanksgiving*.
- 170 133-6. II-IV. *Thanksgiving*. Program — "Columbia's Thanksgiving Party."
- 810 Vol. 41:74 N'31. III. *A Thanksgiving Activity*. B. Llewellyn.
- 888 Vol. 27:52 O'31. A.G. *A Thanksgiving Activity Program*. C. Langford.
- 7878 Vol. 8:580-2 N'31. A.G. *Thanksgiving at Community School*. H. Stout.

THANKSGIVING (cont'd)

- / 18 249. *Thanksgiving Banquet*. Children represent animals or birds of community.
 820 Vol. 37:58 N'27. IV. *A Thanksgiving Celebration*. L. Richardson.
 176 326. VI. *Thanksgiving Dinner*. Menu planned, cost determined, food bought, packed, and delivered.
 / 238 126-31. IV. *A Thanksgiving Dinner for the Wild Folks of the Woods*.
 146 26-9. V. *Thanksgiving Festival*.
 876 Vol. 33:615 N'25. *Thanksgiving for the Whole School*.
 888 Vol. 24:12 N'28. Pr. *A Thanksgiving Lesson*. E. M. Stevens.
 888 Vol. 24:15 N'28. Int. *A Thanksgiving Lesson*.
 170 136-44. V-VII. *A Thanksgiving Pageant*.
 702 97-101. *A Thanksgiving Party*.
 352 25-6. Kdg. *A Thanksgiving Party*.
 346 22-3. Kdg. *Thanksgiving Party*.
 282 75-6. Kdg. *Thanksgiving Party*. Entertainment for first grade.
 58 87-9. Kdg.-II. *Thanksgiving Party*.
 884 Vol. 12:40-1 Ja'28. VI. *Thanksgiving Plans*.
 64 569-79. Pr. *A Thanksgiving Play*.
 346 140-51. VI. *Thanksgiving Play*.
 42 117. I-II. *Thanksgiving Posters*.
 144 27-8. IV. *A Thanksgiving Program*.
 52 77-8. Kdg. *Thanksgiving Project*.
 820 Vol. 37:55 N'27. I. *A Thanksgiving Project*. H. Tuggy.
 832 Vol. 2:57 N'28. II. *Thanksgiving Project*. Mrs. Wearn.
 888 Vol. 25:30-1 N'29. II. *A Thanksgiving Project*. C. M. Partridge.
 240 134. II. *Why We Have Thanksgiving*.

THEATER

- 876 Vol. 33:158-60 Mr'25. *A Modern Theater Project*. E. Black. Hansel and Gretel.
 356 247. IV. *Peep Show*. Miniature scene inside a shoe box with colored tissue paper top to let in light and peep hole at one side.
 882 Vol. 26:40 S'26. IV. *The Suit Box Theatre*. Beulah M. Wadsworth.
 360 101-4. Kdg. *The Tale of Peter Rabbit*. Construction of theater for movie.
 236 121-6. Kdg. *A Theater*. Activity emphasizing bodily response to rhythmic stimuli.
 130 339-42. II. *The Theater*.
 282 129-30. Kdg. *Theater Project*. Construction of stage and scenery.
 14 Vol. 2:158-62. I. *A Toy Theater*. Reading activity.

THRIFT

- 298 9. Int. *Bank Savings*. Thrift as well as complicated arithmetic processes in upper grades.
- 258 155. V-VI. *Collection of Paper*. Emphasis on thrift.
- 886 Vol. 11:98-9 Ja'26. *How National Thrift Week Was Observed in the Schools of New Haven*. A. Lewisohn.
- 820 Vol. 37:32 My'28. *How to Be a Thoroughbred*. M. F. Jay. Unit on thrift.
- 800 Vol. 16:44 F'31. Pr. *Teaching Thrift in a Small Town*. L. McCrae.
- 64 531-7. I-VI. *Thrift*.
- 170 167-80. III-IV. *Thrift*. Auditorium activity.
- 170 180-93. V-VII. *Thrift*. Program for assembly.
- 256 151-2. III-IV. *Thrift and Conservation*. Bank accounts.
- 258 153-5. V-VI. *Thrift and Conservation*.
- 874 Vol. 46:362-4 Ja'29. I-VI. *Thrift and Spendthrift*. H. L. Wheeler.
- 824 Vol. 6:159-63 Ap'28. A.G. *A Thrift Campaign in an Elementary School*. M. Stevenson.
- 278 133-8. VII. *Thrift—A Civics-English Project*.
- 258 59-60. *Thrift of Various Countries*. Developing an idea of the importance of thrift.
- 144 34. IV. *Thrift Programs*. Benjamin Franklin's birthday.
- 826 Vol. 12:111-3 N'29. *Thrift Project*. N. McCoo.
- 298 21. A.G. *Thrift Project*. To develop the habit of saving money and being economical in the use of materials.
- 298 4. I. *A Thrift Project*.
- 298 9. III. *Thrift Project*. Serves as introduction to study of Franklin's life.
- 882 Vol. 27:634 Je'28. V. *A Thrift Project*. A. S. Bishop. Making a thrift week frieze.
- 820 Vol. 36:51 Ja'27. VII-VIII. *A Thrift Project*. A. Traenkenschuh.

TIME

- 42 36-7. I-II. *The Clock*. Each child makes the figures on the face with sticks and moves these about to change the time.
- 716 1-9. Pr. *Clocks*. L. Gay.
- 34 220-37. VI. *How Man Has Told and Recorded Time*.
- 882 Vol. 25:174 N'25. *An Interesting Method of Teaching Time*. V. Johnson.
- 256 337. III-IV. *Learning to Tell Time*. Arithmetic project.
- 800 Vol. 16:21-4 Ja'31. Pr. *A Pageant of Time*. A. G. Robeson.
- 10 87-9. I-II. *Playing with Instruments for Measuring Time*.
- 232 67. I-II. *Telling of Time as Needed*.
- 262 30-2. III. *Time*.

TIME (cont'd)

- 294 215. II. *Time Telling*. Sun-dial, hour glass, clock.
7C12 110. I. *Visit to Sun Dial*. Telling time by sun.

TOYS

- 130 192-4. Kdg. *Making Toys*. Making toys for their own use.
154 146. II. *Making Toys for Children at City Hospital*. Brief statement.
256 29-30. IV. *Making Toys for Hospital Children*.
356 121. II. *Making Wooden Toys of Many Lands*.
390 32-3. Kdg.-I. *Manipulative Toys*. Suggested activities using beads, boxes, pegs and tiles.
110 69-74. Kdg.-II. *Playing with Active Toys*. Wagons, trains, balls, beanbags, hobby-horses, etc.
10 61-2. I-II. *Playing with Toy Animals*. Animals for Noah's Ark, circus, barnyard.
40 75-81. I-II. *Playing with Toys to Be Used for Manipulative Play*. Peg-board, wooden beads, stone-tiles, color-cubes, picture puzzles, printing press, typewriter.
356 111. II. *Repairing Broken Toys*.
162 69-70. V. *A Toy Bob-Sled and Team*.
358 22-4, 40-2, 61-3. IV-VI. *Toy Making*.
888 Vol. 24:48 My'28. V-VI. *A Toy Making Project*. C. B. Burrows.
138 117. III. *Toys*. L. Pratt.
26 183-7. I-VI. *Toys and Playthings*.
202 21-3. I. *Toys and Toy Making*.
238 121-2. IV. *Toys Dependent on the Wind*.
814 Vol. 38:148 My-Je'25. Kdg. *Two Toys for Kindergarten Construction*. Mrs. B. R. Hooks. Hobby Horse and the Flying Jap.
236 49-51. Kdg. *Use of Toys*.
14 Vol. 2:444-5. Pr. *The Use of Toys as Language Material*. Teaching English to foreigners.
820 Vol. 35:59 Mr'26. II. "Watch for Toy Sale."

TRAFFIC

- 132 25. II. *Dramatizing Traffic Officers*. Dramatize the activities of traffic officers.
286 48. *Highway Safety*.
120 16. I. *Jay-Walking*. A unit on safety-education.
132 33. III. *Pedestrians*. Dramatize proper crossing of streets, and the danger of running into streets for balls.
880 Vol. 9:70 N'29. II. *Playing Traffic in the Schoolroom*. Safety activity.
820 Vol. 35:40 Mr'26. *Safe Behavior on the Highways*. W. Greene.

TRAFFIC (cont'd)

- 298 20. V. *Safety First Project*. Emphasis given to health rules and traffic laws.
- 800 Vol. 16:18-9 My'31. Kdg.-II. *A Street and Its Traffic Regulations*. F. M. Hunter.
- 286 49. *Street Dangers*. Safety unit.
- 286 50-2. *Street Safety*.
- 286 37. Kdg. *Street Safety*.
- 286 35-7. I. *Street Safety*.
- 850 Vol. 18:320-1 My'30. *Street Safety Education*. C. Hayes.
- 874 Vol. 45:12-3 S'27. VIII. *Teaching Street and Highway Safety in the Eighth Grade*. A. M. Keedy.
- 300 30-3. Kdg.-II. *Traffic*.
- 286 24-5. Kdg.-VI. *Traffic*. Unit on safety.
- 132 33. III. *Traffic Books*.
- 154 45. Kdg. *The Traffic Officer*.
- 294 212. I. *Traffic Regulating*. Dramatic play.

TRAIN

- 352 31-2. Kdg. *Building an Engine*.
- 360 121-6. Kdg. *Building a Train*.
- 136 32-4. I-II. *Building a Train*.
- 710 1-12. *Engines and Railroad Cars*. Gore and Jones.
- 18 218-24. I. *An Excursion Train*. An imaginary trip used to correlate various school subjects.
- 48 Vol. 11:29. I. *A First-Grade Train and Playhouse*. M. English.
- 162 63-7. V. *The First Railway Train*.
- 874 Vol. 44:449 F'27. VII-VIII. *The First Transcontinental Railway*.
- 162 84-90. V. *A Freight Train*.
- 242 31-5. I. *Kinds and Ways of Transportation*. Trains and terminals.
- 42 138-9. III. *Make a Railroad Track*.
- 64 337-40. II. *Making Freight Cars*.
- 138 130. I. *Making a Train*. K. Sandifer.
- 880 Vol. 11:99 D'31. A.G. *Montebello Safety Train*. Construction of safety train on sandtable and study of accidents.
- 874 Vol. 44:361 Ja'27. I. *Our Engine Project*. I. Lawrence.
- 104 63-4. I. *Railroad Project*.
- 294 248. IV. *Railroads*. Illinois Central, Louisville and Nashville, Southern Pacific, Southern Railroad, Texas and Pacific.
- 880 Vol. 9:244-6 My'30. I-VI. *Safety*. Unit based on railroad accidents.
- 880 Vol. 10:239 My'31. IV. *Stop! Look! Listen!* Safety unit on the dangers of crossing railroad tracks, also play, "A Railroad Crossing Without a Watchman."
- 162 59-61. V. *The Tom Thumb Car*.

TRAIN (cont'd)

- 162 58-9. V. *The Tom Thumb Engine.*
334 69-76. I. *A Train.*
7 636 112-21. III. *A Train.*
152 183-6. I. *Train Activity Work.*
126 319-27. Kdg. *The Train and Summary of Train Project.*
710 1-10. *Train Project.* L. McClanahan.
800 Vol. 13:41-2 My'28. I. *A Train Project.* Dorah Herrington.
716 1-22. Pr. *Trains.* Crofoot and Others. Detailed unit and bibliography.
56 137-9. *Trip to Pennsylvania Station.* The trip was for the purpose of seeing trains leave for Long Island, for Washington, and Chicago.
304 18-9. Kdg.-II. *A Trip to the Railroad Tracks and Station.*

TRANSPORTATION

- 220 119-22. V. *Activities Around Land Transportation.*
220 164-8. V. *Activities Around Transportation.* Water transportation.
220 115-9. V. *Activities Around Water Transportation.*
803 Vol. 2:117-8. Kdg. *The Automobile.* F. Daingerfield.
64 361. II. *An Automobile.*
162 90-1. V. *The Bicycle.*
154 60-5. Kdg. *Building an Automobile.*
360 126-30. Kdg. *Building a Street Car.*
130 245-51. II. *Building a Street-Car.*
710 1-5. *City Transportation.* P. Allworth.
824 Vol. 9:12-4 S'30. I. *A Comparison of Two Units on Transportation.* S. Reese.
64 351-6. II. *Covered Wagons.*
182 73. V. *The Development of Land Transportation.*
258 141-2. V-VI. *Development of Transportation.* Studied by specific phases.
158 18-22. VIII. *Development of Transportation and Communication in America.*
102 1-35. VI. *The Development of Transportation in America.*
288 1-34. VII. *The Development of Transportation in America.*
158 22-5. VIII. *The Development of Transportation of the Great Lakes.*
166 17-31. IV. *The Development of the United States Through Transportation and Communication.*
182 75. V. *Development of Water Transportation.*
162 49-51. V. *The Dog Sled.*
162 101-3. V. *A Double-Deck Bus.*
64 354-5. II. *Drawing Pictures to Show Different Forms of Travel.*
162 96-9. V. *A Dump Truck.*

TRANSPORTATION (cont'd)

- 266 60-6. V. *Early Methods of Transportation in the United States*. Art unit.
- 832 Vol. 3:215-7 Je'30. *Evolution of Transportation Presented*.
- 162 91-3. V. *A First Automobile*.
- 704 1-64. *Fundamentals of Transportation Problem*.
- 164 363. II. *Giving an Assembly on Transportation*.
- 162 61-3. V. *A Horse-Car and Horse*.
- 106 122-3. IV. *How Do People Travel and Carry Goods From Place to Place?* Study of travel on land, water, and in air.
- 882 Vol. 26:189 N'26. II. "How We Come to School." H. Menier.
- 240 64-8. I. *How We Travel*.
- 240 114-8. II. *How We Travel*.
- 136 34-6. II. *How We Travel*.
- 242 55-9. Kdg. *How We Travel in Our City*.
- 816 Vol. 4:36 D'31. A.G. *Illustration in the Primary and Intermediate Grades*. W. Winslow. Largely in connection with transportation.
- 828 Vol. 3:7 Mr'30. VI. *A Knowledge of Transportation Is Achieved Through a Creative Activity*. K. Gust.
- 102 1-29. I. *Land Transportation*.
- 820 Vol. 35:76 S'26. VI. *Making an Automobile in School*. J. Van Allen.
- 136 22-4. IV. *Making a Kelek*.
- 356 7-11. I. *Making a Wagon*.
- 294 410. III. *Means of Transportation*. Land and water transportation.
- 48 Vol. 11:229-39. VI-VIII. *Means of Transportation*.
- 294 214. II. *Means of Transportation—Obsolete and Modern*. Study by visits to docks, freight depots, and pictures.
- 136 52-4. III. *Means of Travel*.
- 828 Vol. 5:2-4 N'31. IV. *The Miracle of Water Transportation*. R. Paul.
- 876 Vol. 33:317-9 My'25. *Mode of Traveling in Early Days*. A. Coleman.
- 136 24-6. V. *Modes of Travel*.
- 114 Vol. 7:19-20. IV. *Object Drawing—Transportation*.
- 834 Vol. 9:68-9 D'29. V. *Opportunity Class*. M. Goodman. A transportation unit.
- 162 52. V. *The Pack Mule*.
- 104 34-5. I. *Playing Train or Boat*.
- 808 Vol. 48:458 F'31. VI. *Posters by Sixth Grade Children*. W. V. Winslow. Travel as the theme for art work.
- 4 251. VI. *Projects in Transportation*.
- 14 Vol. 6:144-6. IV-V. *A Reading Unit Using Geography Materials*. Transportation.
- 118 247-8. *Road Building*. Pupils study the building of roads.

TRANSPORTATION (cont'd)

- 254 63. I. *Safety and Transportation.*
 254 154. I. *Safety and Transportation.* A study of street activities.
 880 Vol. 11:130-2 Ja'32. *Safety in Water Transportation.*
 162 56-8. V. *The Sail Car.*
 248 56-9. IV. *The Shippers.* Shipping terms, docks, floats, freight, railway cars, and care of goods on land.
 360 87-91. III. *Sightseeing Bus in a Third Grade.*
 162 54-6. V. *Stagecoach and Horses.*
 816 Vol. 2:4-6 O'29. III. "Stop, Look and Listen." B. Davis. Transportation study.
 198 27-8. Kdg. *Street Car.*
 162 95-6. V. *A Street Car.*
 816 Vol. 1:37 Ap'29. Kdg. *Street Car Built in Kindergarten.* E. Monroe.
 322 67. Kdg. *A Street Car Project.*
 282 76-7. Kdg. *Street-Car Project.* Construction of, and making tickets, money and costumes.
 704 1-32. *Study of the St. Lawrence Waterway Project.*
 808 Vol. 48:116 O'30. A.G. *A Study of Transportation.* E. Albee.
 130 251-6. II. *A Study of Transportation.* General study of all means.
 298 4. VI. *Study of Transportation.* To show evolution of travel.
 824 Vol. 6:133-5 Mr'28. V. *A Study of Water Transportation.* A. Lamm.
 258 42-3. V-VI. *Studying Automobiles.* Comparing cars.
 252 88. IV. *Suggestions to Teachers Preparing a Unit of Work on Transportation.*
 820 Vol. 38:55 N'28. III. *A Third Grade Transportation Exhibit.*
 162 67-9. V. *A Toy Prairie Schooner.*
 196 57-67. VI. *Trade, Transportation, and Commerce.*
 298 7. *Transportation.* To increase efficiency and guard the safety of children riding on school buses.
 150 271. *Transportation.*
 710 1-9. *Transportation.* G. Pugh.
 64 305-68. *Transportation.*
 120 240-5. *Transportation.* Ancient and modern means of travel.
 388 52-5. Kdg. *Transportation.* General study.
 164 61-7. Kdg. *Transportation.*
 62 321-3. Kdg. *Transportation.* General study showing history.
 236 114-21. Kdg. *Transportation.* Unit of work stimulating creative expression.

TRANSPORTATION (cont'd)

- 134 5-8. I. *Transportation*. Activities: building houses, garages, trucks, etc.; building and drawing boats; drawing aeroplanes, etc.; studying about local transportation.
- 120 14-5. I. *Transportation*. Toy aeroplanes and boats with emphasis on safety education.
- 246 139-56. I. *Transportation*. Types; local facilities, with excursions to depots, etc.; ideas concerning construction of transportation facilities, etc.
- 244 24. I. *Transportation*. Suggestions for fine and practical arts activities.
- 62 321-3. I. *Transportation*. General study.
- 44 13-8. I. *Transportation*.
- 58 63-4. I-II. *Transportation*. General study.
- 62 321-3. II. *Transportation*.
- 834 Vol. 10:156 Ap'31. II. *Transportation*. B. Stewart.
- 134 19-22. II. *Transportation*. How the animals came to the circus—transportation.
- 294 227. III. *Transportation*. Water, land, air.
- 712 1-25. III. *Transportation*. B. Davis. Study of three units: boats, trains, and airplanes.
- 134 32-3. III. *Transportation*. Study of transportation, making canoes, covered wagon, engine, airplane, travel booklet, etc.
- 354 76-8. IV. *Transportation*.
- 106 324-5. IV. *Transportation*. General study.
- 16 166. V. *Transportation*. Imaginary trip to South America.
- 248 134-40. V. *Transportation*. Water, land, and air.
- 344 230-8. V. *Transportation*. Land, water, and air transportation.
- 338 60-76. V. *Transportation*. Means of transportation in other countries.
- 258 204. V. *Transportation*. Land and water transportation.
- 138 158. V. *Transportation*. J. Gaston. General study of all means.
- 180 36-8. V. *Transportation*. In the United States.
- 40 405-13. V-VI. *Transportation*.
- 180 258-82. VI. *Transportation*.
- 298 9. VI. *Transportation*.
- 120 56. VI. *Transportation*. History of measures taken to insure more safety in travel.
- 376 221-43. VI. *Transportation*. History of transportation.
- 386 33-59. VI. *Transportation*. History of various means of travel, early peoples to modern times.
- 360 118-21. Pr. *Transportation and Communication*. General study of all phases.
- 200 150-3. II. *Transportation and Communication*.

TRANSPORTATION (cont'd)

- 7C216 93-6. III. *Transportation and Communication*.
 396 118-45. VII. *Transportation and Trade*.
 110 11-24. Kdg.-Pr. *Transportation and Travel*. General study.
 824 Vol. 9:115 Ja'31. III. *Transportation and Travel*. F. Cassidy. Creative work projects.
 302 29-30. III. *Transportation in Oakland*.
 154 170-9. VI. *Transportation in Other Lands*.
 202 35-7. II. *Transportation in Our Community*.
 4803 Vol. 2:33-4 S'25. II. *A Transportation Project*. Miss Winter.
 266 58-64. VI. *Transportation Through the Ages*.
 330 99-107. IV. *Transportation Unit*. General study.
 212 45-8. I. *Travel and Transportation*.
 396 287-310. VIII. *Travel, Transportation, and Communication*.
 803 Vol. 2:118. Kdg. *The Trolley Car*. F. Daingerfield.
 880 Vol. 11:126 Ja'32. A.G. *A Unit in Transportation*. Construction of a train and dramatic safety play.
 880 Vol. 11:154 F'32. A.G. *A Unit in Transportation*. Constructing and playing with a boat, emphasizing safety.
 824 Vol. 4:209 Je'26. I. *A Unit of Work in Geography-History*. H. Riddle. Transportation.
 120 25-7. III. *A Unit on Transportation*. Safe travel on land, air, and water.
 820 Vol. 35:64 N'25. V. *Vitalizing Fifth Grade History*. E. Howell. Unit on ways of transportation and communication.
 634 174-86. V. *Water Transportation*.
 356 321. IV. *Water Transportation in Other Countries*.
 136 80-2. V. *Ways of Travel*.
 162 53. V. *The Wheelbarrow*.
 20 197-9. *The World*. A transportation project beginning with Columbus to discover a new continent and ending with a proposed flight around the world.

TRAVEL

- 272 18-22. IV. *Across the Pacific and Through the Orient*.
 220 168-72. V. *Activities Around Transportation*. A world tour.
 364 20-6. IV. *Around the World*.
 886 Vol. 15:54-6 N'29. III. *Around the World—A Project in Human Geography*. E. W. Moore.
 372 208-34. III. *Around the World With Children*.
 356 306-19. IV. *Around the World With Travellers*.
 272 27-8. IV. *Crossing the Atlantic*.
 874 Vol. 46:370-1 Ja'29. Int. *Geography via the Travel Route*, C. L. Granger. New York, Philadelphia, Washington, etc.

TRAVEL (cont'd)

- 808 Vol. 47:620-1 Ap'30. III. *Imaginary Trip Around the World Taken by a Third Grade*. H. Thomas and M. Crumby.
- 808 Vol. 48:120 O'30. III. *Imaginary Trip Around the World Taken by Third Grade*. H. Thomas and M. Crumby.
- 226 79-83. IV. *A Journey Club*.
- 294 293-4. V. *Journey: Great Britain to Australia*. Study maps and trace the route.
- 812 Vol. 24:94-100 Mr'25. IV-V. *The Magic Rug*. F. Stewart. South America, orange groves in California, and Japanese tea house.
- 196 53-61. IV. *A Motor Trip Along the West Michigan Pike*.
- 196 61-8. IV. *A Motor Trip From Ironwood to Detroit*.
- 820 Vol. 36:83 O'27. Int. *Our Ten-Cent Project*. H. Marrs. Geography travel tour.
- 32 101. IV. *Planning a Tour Around the World*.
- 196 47-53. IV. *A Railroad Trip Through the Lower Peninsula of Michigan*.
- 820 Vol. 36:32-3 N'26. Int. *Starting with Children's Personal Interests*. E. Smedley. Projects on travel, homes of other lands, etc.
- 290 170. V. *Travel*. Outline of number content, suggested activities, and correlations.
- 398 36-9. VI-VIII. *Travel*.
- 138 91. III. *Travel Activity*. M. Beckman.
- 128 85. IV. *Travel Club*.
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 294 226. III. *Wheat Farming*. In connection with sources of supply and food markets.
 180 14-6. V. *Wheat Growing*. Why is the United States one of the chief wheat growing countries in the world?
 820 Vol. 40:52 Je'31. *Wheat-Growing in the United States*. F. Dumond.
 34 93-115. II. *The Wheat Study*.
 130 226-9. I. *Where a Head of Wheat Led Five and Six Year Olds*. Study of an experimentation with wheat and flour.
 294 256. IV. *Visit Bakery and Grain Elevator*.
 304 57-8. V-VI. *A Visit to the Shredded Wheat Factory*.

WIND

- 14 Vol. 8:181-4. IV. *The Cause of Winds*.
 296 64-5. IV. *Causes of Wind*.
 12 111. I. *Experimenting with Wind*. Feeling of wind, effects of wind.
 814 Vol. 42:99 Mr-Ap'29. *The Wind*. J. B. Merrill.
 172 92-3. I. *The Wind*.
 40 387. I. *Wind*.
 232 60. I-II. *Wind*. Children's observations of, and experiences and experiments with wind.
 892 Vol. 11:150-4 My'30. II. *The Wind*. McCollum and Others. Nature study unit.
 22 35-6. IV. *Wind*. Construction of weather vanes, kites, etc.
 820 Vol. 38:52 Mr'29. III. *The Winds: A Project for March*. D. Goldsmith.
 804 Vol. 9:494-5 My'30. III. *Work of the Winds*. M. J. Weeks. Geography project.

WOOL

- 710 1-8. *Evolution of the Wool Industry*. H. Lefarth.
 820 Vol. 34:34 F'25. IV-V. *A Plan for the Study of Wool*. M. Patterson.
 114 Vol. 3:533-4. III. *Special Study for Grade Three*. Suggestions for further study of wool fiber.
 117 1-15. III. *The Story of Wool*. M. Cahill.
 114 Vol. 3:529-33. Pr. *The Study of Wool*.
 114 Vol. 7:205-15. Int. *The Study of Wool*.
 114 Vol. 2:318-20. III. *Using Reading in a Study of Wool*.
 710 1-17. *Wool*. K. Riseley.
 164 369, 391-402. III. *Wool*.
 264 27-34. III. *Wool*. Art unit.
 268 46-7. III. *Wool*. Health unit.
 258 203-5. V. *Wool Industry*. Industry studied from shearing of sheep to finished products.

WORLD WAR

- 18 97-107. VI. *American Legion Reunion*.
 168 138-41. VIII. *Problems Which Faced the United States After the World War*.
 168 133-8. VIII. *The United States as a Belligerent in the World War*.

ZOO

- 282 119-21. Kdg. *Field Excursion*. Preparation for trip to the zoo.
 258 215. V-VI. *Going on Excursions to the Zoo*.
 886 Vol. 10:192-3 Je'25. Kdg.-Pr. *A Kindergarten-Primary Project Involving Handwork*. F. C. Fox. Activities centered about "A Trip to the Zoo."
 334 89-91. Kdg. *Kindergarten, "Zoo."* Construction of miniature zoo.
 856 Vol. 8:19 S'31. II. *A Live Project Expands as It Progresses*. A. R. Champion. How a "Zoo" and "Animal Project" developed into "Earn Money for Book Week."
 144 58-61. IV. *Planning for Zoo Day*. Writing and appreciating stories of animals encountered in last year's experiences.
 346 48-55. II. *Taking a Trip to the Zoo*. Purpose of which is to encourage development of proper social behavior, group responsibility, observation.
 162 7-8. I. *The Zoo*. Manual activities related to the study.
 136 8-10. I. *The Zoo*.
 154 42. III. *Zoo*.
 256 193. III-IV. *Zoo*.
 800 Vol. 16:30-9 Ap'31. *Zoo Inspires April Art Lessons*. L. Tessin.

ZOO (cont'd)

- 820 Vol. 39:28-9 My'30. *Zoo Project*. E. A. Smedley.
282 125-7. Kdg. *Zoo Project*. Construction of miniature zoo
for set of celluloid animals.
890 Vol. 12:13 D'30. I. *A Zoo Unit*. C. Dewsnap.

SECTION II

THE SOURCES

Annotated list of sources (books, courses of study, pamphlets, and periodicals) from which all titles in Section I are taken. These sources are arranged numerically from 2 to 892.

Code numbers 0-99 reserved for Books

Code numbers 100-699 reserved for Courses of Study

Code numbers 700-799 reserved for Pamphlets

Code numbers 800-899 reserved for Periodicals

SECTION II

THE SOURCES

BOOKS

- 2 BARRY, MARY E. and HANNA, PAUL R. *Wonder Flights of Long Ago*. New York. D. Appleton and Company. 1930. 219 pp.

A collection of the eleven most familiar myths and legends in which flying is the principal motif. Includes Pegasus, Magic Carpet, Icarus, etc. Appendix suggests a number of possible classroom activities such as dramatizing stories, writing plays, making flight maps. Illustrated by Lynd Ward.

- 4 BONSER, FREDERICK G. *The Elementary School Curriculum*. New York. The Macmillan Company. 1924. 466 pp.

The first eight chapters present fundamental principles of education. Following chapters suggest an elementary curriculum, the centers of which are natural life activities rather than formal academic subjects.

- 6 CLOUSER, LUCY W. and MILLIKAN, C. E. *Kindergarten Primary Activities Based on Community Life*. New York. The Macmillan Company. 1929. 307 pp.

The first two chapters deal with criteria for selection of units of work and objectives to be realized. The remainder of the book gives in detail, accounts of units of work experimented with in kindergarten, first, second, and third grades; lists of other possible units for kindergarten, primary grades. Teachers' and children's bibliographies for each unit described.

- 7 COLLINGS, ELLSWORTH. *An Experiment With a Project Curriculum*. New York. The Macmillan Company. 1926.

This book is conspicuous for its emphasis upon "projects." However, none of these has been listed in Section I of this catalog.

Nearly 2000 "projects" are found in this volume; so many, and of such local and personal character, in so much minute detail, that it seems better to guide those interested to the book itself by the following tabular view of Collings' "projects":

BOOKS (cont'd)

	Excursion	Hand Work	Play	Story	
Group	Projects	Projects	Projects	Projects	Totals
I*	60 (1)	94 (4)	135 (7)	435 (10)	724
II*	64 (2)	104 (5)	115 (8)	410 (11)	693
III*	45 (3)	120 (6)	82 (9)	334 (12)	581
Totals	169	318	332	1179	1998

* Group I includes children 6, 7, 8 years old.

Group II includes children 9, 10, 11 years old.

Group III includes children 12, 13, 14 years old.

Pages in Collings' book: (1) 50-54; (2) 54-69; (3) 69-87; (4) 87-93; (5) 94-101; (6) 101-119; (7) 119-133; (8) 133-148; (9) 148-176; (10) 177-198; (11) 198-211; (12) 211-222.

- 8 CURTIS, NELL C. *Boats*. New York. Rand McNally & Company. 1927. 145 pp.

After several years of experience with children working with the theme of boats, the author gathered the stories children had told of ships in the harbor, ships of long ago, and how ship models may be constructed. Text is illustrated with photographs of sea life, sketches of ship models, and block prints. Appendix describes the teaching principles and procedures for developing such a unit of work. Introduction by Wm. H. Kilpatrick. Bibliography.

- 10 GARRISON, CHARLOTTE G. *Permanent Play Materials for Young Children*. New York. Charles Scribner's Sons. 1926. 122 pp.

Discussion of values, uses, and sources of play materials for young children, including gymnasium apparatus, blocks, dolls, toys and tools, sand-box, pictures, books, and equipment encouraging scientific experimentation. Suggestions for developing play on higher levels of achievement.

- 12 HILL, PATTY SMITH. *A Conduct Curriculum*. New York. Charles Scribner's Sons. 1923. 123 pp.

Curriculum discussed in terms of behavior, giving the underlying educational principles, method, and organization. List of activities with the expected changes in thought, feeling, and conduct these activities should provide. Illustrated.

- 14 HILLEGAS, MILO B., Editor. *The Classroom Teacher*. 12 Volumes + Index. Chicago. The Classroom Teacher, Inc. 1929.

A comprehensive treatment of modern educational theory and practice written by recognized authorities for the classroom teachers of America. Vols. I-IX on Elementary School. Vols. X-XII on Junior High School. Vol. I deals with such general problems as curriculum, pupil classification, buildings, health and physical education, the project method, psy-

BOOKS (cont'd)

chology, etc. Background material for activities program. Vol. II treats primary reading, phonics, English to foreigners, speech correction, and spelling. Vol. III deals with language and literature, and industrial arts for primary grades. Vol. IV includes art, music, arithmetic, and the social studies for primary grades. Vol. V treats health, physical education, handwriting, science, field and laboratory work in nature study, history and citizenship, and geography for grades I to III. Vol. VI presents material on pupil classification in the intermediate grades, teaching children to study, reading, literature and language for the intermediate grades. Vol. VII discusses art, industrial arts, arithmetic, music, and spelling for grades IV to VI. Vol. VIII treats health, physical education, handwriting, science, geography, and history for the intermediate grades. Vol. IX presents materials on science.

The Classroom Teacher may be used in connection with the "Unit of Work" or "Activities" curriculum.

- 16 HOSIC, JAMES F. and CHASE, SARA E. *Brief Guide to the Project Method*. Yonkers-on-Hudson, New York. World Book Company. 1924. 243 pp.

Part I: Detailed discussion of the principles underlying the project method.

Part II: List of possible projects and activities for grades I to VI.

Part III: Suggested methods and procedures for using the project method.

- 18 HOTCHKISS, E. A. *The Project Method in Classroom Work*. Boston. Ginn and Company. 1924. 258 pp.

Part I: A discussion of the laws of learning, teaching methods, and units of study. Part II: Detailed descriptions of 15 projects including materials, procedures, motivation, problems, and outcomes. Bibliography for teachers and children are included.

- 20 INSKEEP, ANNIE D. *Teaching Dull and Retarded Children*. New York. The Macmillan Company. 1926. 455 pp.

Discussion of the aims and objectives, problems, place of fundamental school subjects, methods and procedures, in teaching dull or retarded children. Handwork, health and happiness emphasized.

- 22 JOHNSON, MARIETTA. *Youth in a World of Men*. New York. The John Day Company, Incorporated. 1929. 325 pp.

Discussion of the growth and development of children through vital experiences. The child's fundamental impulses are considered as a basis for curriculum construction. Activities are included only incidentally to illustrate a principle under consideration by the author.

BOOKS (cont'd)

- 24 KEELOR, KATHARINE L. and SWEET, MAYME. *Units of Work on Indian Life and the Dutch Colonial Settlement*. New York. Bureau of Publications, Teachers College, Columbia University. 1931. 314 pp. [Lincoln School Curriculum Studies.]

The authors, two classroom teachers, have written a record of their actual classroom experiences. The underlying theory of the unit of work curriculum is discussed and then demonstrated with classroom procedures. These two units developed out of children's interest in early local history, which in New York City was primarily concerned with Indian Life and Dutch Colonial Settlement. The first few chapters give a narrative account of the scope of the whole study. Following this the work is presented in terms of growth in composition, reading experience, using arithmetic, creative work in the arts, individual pupil progress and adjustment, and 40 pages of outline analysis of activities and outcomes. This volume, the first in Lincoln School Curriculum Studies, gives a detailed, connected, and suggestive story which should be of help to teacher and curriculum maker. Illustrated. Introduction by Jesse H. Newlon. Bibliography.

- 26 KNOX, ROSE B. *School Activities and Equipment*. Boston. Houghton Mifflin Company. 1927. 386 pp.

Lists of curricula, scientific and social, constructive, English, artistic, recreational, and supplementary activities. East list includes meanings, materials, equipment, kinds, values, and purposes of each. Discussion of equipment, finance and organization, parent-teacher associations, storage of materials. Bibliography.

- 28 KRACKOWIZER, ALICE M. *Projects in the Primary Grades*. Philadelphia. J. B. Lippincott Company. 1919. 221 pp.

Explains how children's purposes and interests should determine methods of procedure and choice of materials. Typical illustrations of nature and social experiences which may be used to develop children's needs for reading, writing, and number. Bibliographies.

- 30 LANE, ROBERT HILL. *A Work Book for Principals and Supervisors*. New York. The Macmillan Company. 1930. 263 pp.

Prepared for use as a textbook in education courses. Lists of materials. Statements of definite problems of principals and supervisors with answers. Directions for teaching. Self-rating scales.

A course of study evaluation. List of projects with detailed directions for development. Bibliographies for teachers and children.

BOOKS (cont'd)

- 32 LEWIS, MARY H. *An Adventure With Children*. New York. The Macmillan Company. 1928. 250 pp.

An account of the activities centering around problems of living as they normally arise. Discussion of such situations as the care and housing of pets, the installation of an office of journalism, construction of school furniture and other equipment; the place of school subjects in developing activities.

- 34 Lincoln School Elementary Staff. *Curriculum Making in an Elementary School*. Boston. Ginn and Company. 1927. 359 pp.

A report by the staff of Lincoln School, Teachers College, Columbia University, on the experimentation and innovation in curriculum during the first ten years of the school's existence. "*Curriculum Making in an Elementary School* describes in detail the development of a curriculum based on the principle of child activity, with strict attention to the conservation of the values inherent in older courses of study. A chapter is devoted to the eight criteria for selecting the units of work which make up the core of the curriculum: There are detailed descriptions of thirteen actual classroom units of work covering every grade from the first to the sixth and lists of other suggested units. Examples from actual school practice illustrate every statement and proposal. Many photographs of the school at work make it easy to visualize the classroom procedure. Particularly helpful are the analyses of outcomes which follow the account of each unit of work. These show just what the pupil has learned in terms of subjects of study—geography, English, arithmetic, and so on."

- 36 MATTHEWS, FLORENCE and COFFIN, REBECCA J. *Experiencing Literature*. Chicago. The Bookhouse for Children. 1931. 123 pp.

Handbook for primary teachers to accompany *My Bookhouse*. Includes stories from *My Bookhouse* and suggested class activities for kindergarten, grades I, II, III; discussion of story telling, creative language expression, poetry, and the library corner; suggested stories for special occasions. List of references for teachers and children.

- 38 MCCracken, THOS. C. and LAMB, HELEN E. *Occupational Information in the Elementary School*. Boston. Houghton Mifflin Company. 1923. 250 pp.

Discussion of the problems of and needs for vocational guidance in the elementary school. Outlines of possible projects for each grade including sources of materials which will acquaint children with familiar occupations and aid in their selection.

BOOKS (cont'd)

- 40 MERIAM, J. L. *Child Life and the Curriculum*. Yonkers-on-Hudson, New York. World Book Company. 1920. 538 pp.

"The traditional curriculum has not kept pace with the vital issues of the day and attempts at revising it have been largely by enrichment and omission, while the fundamental basis for revision should be current social problems. School work should meet present needs. It should provide for individual differences in interests and abilities. It should lead the pupil to appreciate work and leisure."

In chapters XIII-XVII the four essential subjects of an activity curriculum are discussed with representative outlines, and the time allotment for each.

Chapter XVIII discusses the source of the subject matter for such a curriculum, and Chapter XIX, the means of measurement of its results "in terms of life out of school."

The appendix contains book lists of reading material, songs, folk dances, and games.

- 42 METCALF, MARGARET F. *Motivated Primary Activities for Rural Teachers*. Chicago. Beckley-Cardy Company. 1925. 143 pp.

Chapters I and II: General discussion of teacher-pupil relationships, reading, language, number, picture study. Chapter III: A description of reading seat-work in primary grades. Chapter IV: Health activities. Chapter V: Silent reading. Chapters VI, VII, and VIII: How play activities may motivate the study of language, pictures, and number.

- 44 MINOR, RUBY. *Pupil Activities in the Elementary Grades*. Philadelphia. J. B. Lippincott Company. 1929. 260 pp.

The descriptions of activities include teacher and pupil aims; a discussion of the development of the unit, and conversation and creative writing of the pupils. Several dramatizations are presented with accounts of the costumes, scenery, dances, etc. Projects for grades I to VI. Bibliographies.

- 46 MOORE, ANNIE E. *The Primary School*. Boston. Houghton Mifflin Company. 1925. 240 pp.

The need for a continuous curriculum in kindergarten and primary grades based upon children's interests, plans, and enterprises. Discussion of the socialized recitation and oral English, the informal approach to writing and written expression, experience reading, and purposeful arithmetic. Bibliographies.

- 48 MCGAUGHY, J. RALPH, Editor. *The New Wonder World*. 11 Volumes. Chicago. Geo. L. Shuman and Co. 1932.

A revision of *Our Wonder World* in light of present knowledge of science, social sciences, psychology, and education.

BOOKS (cont'd)

Organized as reference and supplementary materials to meet demands of newer school methods. Vol. XI suggests projects, activities, or units of work to which the materials in the ten volumes give rich background.

Vol. I. *The World and Its Peoples.*

Vol. II. *Invention and Industry.*

Vol. III. *The Nature Book.*

Vol. IV. *Exploration, Adventure, and Achievement.*

Vol. V. *Story and Art.*

Vol. VI. *Sports, Pastimes, and Handicraft.*

Vol. VII. *The History Book.*

Vol. VIII. *The Literature Book.*

Vol. IX. *The Child in the Home.*

Vol. X. *The Wonder of Life.*

Vol. XI. *Home and School Guide and Index.*

- 50 PARKER, SAMUEL C. *Types of Elementary Teaching and Learning.* Boston. Ginn and Company. 1923. 575 pp.

Methods of teaching based on practical technique and scientific evidence, stressing formal school subjects and devices, departing occasionally into the activity field.

- 52 PICKETT, LALLA H. and BOREN, DURALDE. *Early Childhood Education.* Yonkers-on-Hudson, New York. World Book Company. 1923. 220 pp.

Discussion of the principles and ideals of progressive education with illustrations of how these may be realized in classroom practice. Further analysis of educative materials, curriculum, projects for the kindergarten and first grades. Appendix containing lists of poems, stories, songs, and games appropriate for use in these grades.

- 54 PORTER, MARTHA P. *The Teacher in the New School.* Yonkers-on-Hudson, New York. World Book Company. 1930. 312 pp.

A teacher's own account of how she and her pupils worked and played together. Combines theory with a description of results and gives details of how the results were obtained. Discusses the selection of activities which are genuinely educative and the teacher's part in initiating them. Shows relationship between intellectual interest and dramatic play, skill, and creative work. Shows how these methods may be adapted to other situations. Bibliography.

- 56 PRATT, CAROLINE. *Experimental Practice in the City and Country School.* New York. E. P. Dutton & Co., Inc. 1924. 302 pp.

A record of the educational experiences of a group of seven year old children just learning to read. The activities

BOOKS (cont'd)

are presented month by month with the children's reactions to their experiences. Excursions, play, and first hand experiences are basic to the whole curriculum.

- 58 SALISBURY, ETHEL. *An Activity Curriculum*. San Francisco. Harr Wagner Publishing Company. 1924. 142 pp.

Result of the co-operative efforts of teachers and supervisors of the Kindergarten-Primary Department of the University of California, Los Angeles. Attempts to show how pupil's interests and activities may lead to recognition of need for reading, writing, number, etc. States underlying principles, classifies activities as constructive, intellectual or social. Bibliographies.

- 60 SLOMAN, LURA G. *Primary Methods*. New York. The Macmillan Company. 1927. 293 pp.

"It is the aim of this book to suggest methods to indicate a few of the ways in which some of the modern philosophy can be applied to the average classroom, with average children, by the average teacher. No attempt has been made to write a complete book of primary methods; these are only suggestions, which the author hopes will stimulate you to working out adaptations of your own." Brief accounts of a wide variety of activities and projects.

- 62 STEVENS, MARION PAINE. *The Activities Curriculum in the Primary Grades*. Boston. D. C. Heath and Company. 1931. 440 pp.

Lists and describes briefly scores of activities, projects, and themes. Appendix contains lists of equipment, materials, and books for children and teacher. Some discussion of problems of curriculum making for primary grades. Illustrated.

- 64 STORM, GRACE E. *The Social Studies in the Primary Grades*. Chicago. Lyons and Carnahan. 1931. 596 pp.

Principles, content, and techniques for developing social studies in the kindergarten and primary grades. Descriptions of units which have been developed in various classrooms; sample lessons; specimens of children's work including charts, compositions, assemblies, and pictures; sources of illustrative materials; bibliographies of teachers' and children's books for each unit.

- 66 WELLING, JANE B. and CALKINS, CHARLOTTE W. *Social and Industrial Studies for the Elementary Grades*. Philadelphia. J. B. Lippincott Company. 1923. 331 pp.

Contains outlines for the study of five topics: Food, clothing, shelter, implements, and records for grades I-VI.

BOOKS (cont'd)

Each outline is followed by an extensive bibliography.

The table of contents preceding each outline states the objectives to be stressed in each unit.

Methods of using the outlines, the materials covered, and their relation to the tool subjects are discussed in the introduction.

- 68 WELLS, MARGARET E. *A Project Curriculum*. Philadelphia. J. B. Lippincott Company. 1921. 338 pp.

Discusses the project as a means of organizing the elementary school curriculum. Emphasizes the selection of a major project for each grade to provide the basis of work throughout the year. Section I, pages 3-98, describes in detail the curriculum worked out in Trenton, New Jersey. Major projects for each grade were: Playing Families, Playing Store, Playing City. Section II, pages 98-135, explains the theses underlying this curriculum. Section III, pages 135-229, states guiding principles for curriculum making. Section IV, pages 229-81, lists the outcomes in facts taught, skills begun, habits, attitudes, etc. Appendix includes specimens of children's work.

COURSES OF STUDY

- 100 ALABAMA. State Board of Education. *Course of Study for Elementary Schools*. Montgomery, Alabama. 1930. 902 pp.

This state course includes a discussion of the unit of work curriculum, pp. 367-409. Many of the subject matter sections of the course are organized around units of work and activities, particularly in the social studies and sciences for the primary grades, and history and geography for the intermediate grades. Many Alabama teachers contributed accounts of units they had found helpful in their own teaching situations.

- 102 ALLEGANY COUNTY, MARYLAND. Allegany County Public Schools. *Social Studies*. Grades I-VI. Cumberland, Maryland. 1929. Mimeographed.

Separate mimeographed bulletins of each unit giving a statement of objectives; suggested approaches to the unit; informational materials to be used in developing themes; problems; activities; page references on each topic or problem. Order each bulletin separately by title as given in Section I of this catalogue.

- 104 ANN ARBOR, MICHIGAN. Board of Education. *Social Studies*. Kindergarten, Grades I-II. 1929. 92 pp.

Chapters I and II: Lists of appreciations, habits, knowledge, and skills which may be developed by the use of projects. Suggested means of having projects progress from kindergarten through second grade. Chapter III: Discussion

COURSES OF STUDY (cont'd)

of planning and launching projects, time allotment, and criteria for evaluating projects. Outlines for sixteen projects, each including possible approaches, activities, and informational material for the teacher, references, and illustrative material for the pupils. Bibliographies.

- 106 ANN ARBOR, MICHIGAN. Board of Education. *Social Studies*. Grades III-VI. 1929. 346 pp.

Arranged on the basis of an activity curriculum. The work of each grade is presented in the form of unit experiences. Each unit is discussed in terms of a problem, suggested approaches to the problem, and activities related to the problem. Bibliography for each grade.

- 108 BALTIMORE, MARYLAND. Department of Education. *Art—Fine and Industrial*. Grades I-VI. 1926. 132 pp.

A course of study in fine and industrial arts organized around significant projects each including a statement of the problem, information on arts and industries, related information, and creative expression.

- 110 BALTIMORE, MARYLAND. Department of Education. *Geography, History, Arithmetic*. Kindergarten, Grades I-III. 1929. 79 pp.

Outlines of activities related to each school subject as, "A visit to an industrial plant to study a phase of geography." References for teachers and pupils.

- 112 BALTIMORE, MARYLAND. Department of Education. *Geography*. Grades IV-VI. 1931. 326 pp.

Discussion of the new interpretation of geography, gradation of units, materials and methods used in teaching. Suggestions for the teaching of geography including means of integrating it with other school subjects, differentiation of instruction and geography with analysis of stenographically reported lessons as illustrations. Program of detailed units for each grade.

- 114 BALTIMORE, MARYLAND. Department of Education. *History*. Grades IV-VI. 1931. 235 pp.

Work of each grade organized in from five to seven units of subject matter. Each unit lists objectives, outlines content, suggests activities, and shows possible integrations with other subjects. Bibliography.

- 116 BALTIMORE, MARYLAND. Department of Education. *Health Education. Course of Study for Elementary Grades*. 1930. 259 pp.

Section I: The teacher's guide in health education including a statement of the purpose and use of the course; need

COURSES OF STUDY (cont'd)

for health education; aims and objectives; methods in health education stressing the use of school situations, correlations, project method, devices, etc. Section II: Essentials in subject matter and activities organized by units around three central themes, namely, the healthy organism, the healthy personality, and the healthy home and community.

- 118 BALTIMORE, MARYLAND. Department of Education. *Reading, Composition, Literature, Spelling, Handwriting*. Kindergarten, Grades I-III. 1927. 72 pp.

A few activities are suggested as means of acquiring certain skills or facts in the usual school curriculum.

- 120 BALTIMORE, MARYLAND. Department of Education. *Safety Education*. Elementary Grades. 1931. 133 pp.

Reports by classroom teachers of units of work in the various school subjects in which a consideration of safety was paramount, e.g.: in a study of foods the class discussed the protection given to wholesome and pure foods as well as the safety measures to be taken in going to and from the market to purchase food; in a study of the lumbering industry the class considered the safety measures taken to protect the lumbermen. Several all-school projects described. Bibliography.

- 122 BALTIMORE, MARYLAND. Department of Education. *Elementary Science*. Grades IV-VI. 1929. 244 pp.

Numerous nature study activities are listed. Whenever possible these activities are correlated with other school subjects.

- 124 BERKELEY, CALIFORNIA. Board of Education. *Arithmetic*, Elementary school. 1923. 99 pp.

Suggested games and devices for teaching arithmetic in the primary grades. Outlines of activities to be developed in the upper grades, including knowledges, skills, and proper attitudes as outcomes. How arithmetic may be correlated with other school subjects.

- 126 BERKELEY, CALIFORNIA. Board of Education. *Kindergarten*. Monograph No. 16. 1931. 469 pp.

Section I deals with general guidance, discusses daily programs, lunch, individual differences, nursery school carry over, and visual education. Section II presents the subject organization, suggests activities in arithmetic, art, community life, the conference, English, health and physical education, music, and nature study. This material is presented in parallel column form under Pupil Participation in Meaningful Situations, Teaching Procedure and Content, Materials,

COURSES OF STUDY (cont'd)

and Desired Outcomes. Section III, entitled Units of Experience, presents typical units as worked out by classroom teachers. Shows how the subject matter of Section II was utilized to enrich the themes of child interest. Section IV gives inclusive and useful kindergarten equipment, supplies, and bibliography with sources, etc. Well illustrated with full page photographs of class activities.

- 128 BERKELEY, CALIFORNIA. Board of Education. *Geography. Grades II-VI. Monograph No. 5. 1927. 238 pp.*

Discussion of the organization and point of view of the monograph, stating general educational objectives and objectives in teaching geography. Suggested and illustrated types of lessons, e.g.: appreciation, development, and drill. Grade organization includes suggested procedure and special reports; correlation of subjects; bibliography of books, magazines, poems, and illustrative materials used. Completion, true-false, and other types of tests covering the material of the entire semester are listed.

- 130 CALIFORNIA. State Department of Education. *Teachers' Guide to Child Development. Sacramento, Cal. State Printing Office. 1930. 658 pp.*

Comprehensive treatment of the activities curriculum. Co-operative enterprise by teachers of the state. Among the wealth of material the following phases are especially helpful: Discussion of the point of view; explanation of activity program; children's interests and the curriculum; criteria for the selection of activities; teacher preparation; discipline. The major portion of the volume is given to reports by classroom teachers of successful activities they have developed (pp. 60-345). Narrative and outlines illustrated with pictures. Chapter IV deals with the daily program. Chapter V discusses the schoolroom as environment. Chapters VI-VIII deal with special phases of the work, the technique of reading, and extensive lists of materials and books.

- 132 CALIFORNIA. State Department of Education. *A Teacher's Guide to Safety Instruction. Sacramento, California. State Printing Office. 1931. 82 pp.*

This bulletin suggests the aims, activities, correlations, and references for safety instruction in each grade from kindergarten through the sixth grade.

- 134 CHARLOTTE, NORTH CAROLINA. Board of Education. *Classroom Activities and Creative Work in the Primary Grades. 1930. Mimeographed. Not paged.*

Presentation of an activity curriculum. List of personal qualities needed by the teacher who would achieve success in

COURSES OF STUDY (cont'd)

the activity program; criteria for selecting units of work; a list of equipment needed.

The major portion of the volume gives reports by classroom teachers of successful activities they have developed, including the more or less natural manner in which such activities arose, the way they were developed, and the teaching of subjects that resulted. The remainder of the book contains samples of children's creative work, including drawings, poems, plays, songs, letters, and stories, related to the various activities.

- 136 CHARLOTTE, NORTH CAROLINA. Board of Education. *Activities in the Colored Elementary Schools*. Grades I-VI. 1929. 117 pp. Mimeographed.

A compilation of classroom activities from the colored elementary public schools. Each outline includes the following division: the situation, activities involved; subject matter, specimen of subject matter, learnings other than subject matter, references used, results, suggested improvements.

- 138 CHARLOTTE, NORTH CAROLINA. Board of Education. *Classroom Activities in the Elementary School*. 1929. 160 pp. Mimeographed.

A compilation of units developed in the Charlotte classrooms. Each account describes the situation and how interest in the activity developed; the aim of the work or problem to be solved; procedure followed; and sources of materials used.

- 140 CHICAGO, ILLINOIS. Board of Education. *Course of Study in Science and Nature Study*. Grades I-III. Bulletin S123. 1931. 92 pp.

"The purpose of this course of study is to suggest ways and means of teaching children to become familiar with and interested in their natural environment. This is accomplished through a series of problems supplemented by activities which may lead to their solution." Each unit states specific aims, problems, activities, and questions for discussion. Bibliography.

- 142 CICERO, ILLINOIS. Board of Education. *Course of Study in English*. Literature, Reading, Expression. Grades IV-V. 1930. Mimeographed.

General discussion of reading, literature, and creative expression, with emphasis on reading techniques. Separate pamphlet for each unit consisting of outlines for general and specific objectives; skills and habits to which this unit should contribute; attitudes and appreciations which should be developed; ideals this study should foster; standards of

COURSES OF STUDY (cont'd)

attainment; reading materials; activities and experiences; lists for extensive free reading. Units outlined are:

Grade IV B: The World of Nature.

Home and Industry.

Fun and Fancy.

Grade IV A: Fun and Fancy.

Service to Country.

Ways of Travel.

Grade V B: Community Life.

Myths, Legends and Fanciful Tales.

Citizenship and Service.

Grade V A: The World of Nature.

Travelling.

- 144 CINCINNATI, OHIO. Board of Education. *Course of Study in English*. Grade IV. 1924. 68 pp.

English taught by the project method with objectives and activities given for each of the eighteen projects. Some correlation of English with geography.

- 146 CINCINNATI, OHIO. Board of Education. *Course of Study in English*. Grade V. 1924. 54 pp.

A year's program in English worked out on a definite time schedule. Objectives, activities, and desired outcomes are stressed.

Various projects with the pupil activities are carefully outlined. Bibliographies.

- 148 CINCINNATI, OHIO. Board of Education. *Course of Study in English*. Grade VI. 1925. 75 pp.

A program for the study of English, using life experiences as the basis. Worked out with time limits, objectives, activities, skills and habits to be attained. Teacher and pupil reference books listed. Appropriate exercises suggested.

- 150 CINCINNATI, OHIO. Board of Education. *Course of Study in Geography*. Grade V. 1924. 51 pp.

Suggested projects and activities based upon *Human Geography* by J. Russell Smith. Discussion of time allotment, imaginary journeys, and drill exercises and games.

- 152 CLEVELAND, OHIO. Board of Education. *Tentative Course of Study in Arithmetic*. Kindergarten, Grades I-IV. 1928. 102 pp.

General philosophy and objectives for arithmetic. Outline of specific objectives; teaching arithmetical processes; suggested teaching units for each grade. Some units are brief suggestions of possibilities, while others give origin, procedure, problems, and outcomes.

COURSES OF STUDY (cont'd)

- 154 CLEVELAND, OHIO. Board of Education. *Spoken and Written English*. Kindergarten, Grades I-VI. Bulletin No. 4. 1928.

Major objectives are formulated in terms of the child's interest in materials and activities. Minor objectives are stated mainly in terms of desired technical skills that the children are to acquire. Objectives, standards, and suggested teaching units are arranged for each of the grades of the elementary school.

Order each bulletin separately according to the grade placement of the unit desired.

Part I. 180 pp. Kindergarten, Grades I-III.

Part II. 195 pp. Grades IV-VI.

Two separate bulletins for spoken and written English teaching. "Under the term English, our curriculum center now includes reading, literature, language, and spelling. The materials in this outline cover only language, oral and written."

- 156 CLEVELAND, OHIO. Board of Education. *Social Studies*. Grade VII, Part II, For the Pupil. Bulletin No. 28. 1927. 272 pp.

A pupils' text and outline for 15 units on such themes as: The City Water System; Cleveland, a Great Crossroads of Trade; The Story of the Western Reserve; Religious Toleration; A Government by the People; Membership in Junior High School; Maps and What to Do with Them; How Our Country Has Grown Because of Its Position, Climate, and Natural Resources; etc. Much source material on these units included.

- 158 CLEVELAND, OHIO. Board of Education. *Social Studies*. Grade VIII, Part II, For the Pupil. Bulletin No. 13. 1928. 72 pp.

A pupils' text and outline for 18 units on such topics as: Cleveland Occupations; Transportation and Communication in America; Race Toleration; Two Giant Forces of Capital and Labor; Our Latin-American Neighbors. Much source material.

- 160 CLEVELAND HEIGHTS, OHIO. Board of Education. *English*. Junior High School. 1930. 86 pp. Mimeographed.

"The work of these courses includes (1) the reading of literature; (2) the study of a small amount of grammar and the mechanics of composition so far as these are functional in oral and written composition; (3) practice in oral, and written composition; and (4) spelling." Units consisting of a statement of the aims, content of textbooks, references, suggested methods and activities, and tests for each grade.

COURSES OF STUDY (cont'd)

- 162 CLEVELAND HEIGHTS, OHIO. Board of Education. *Elementary School Course of Study in Manual Activities*. Kindergarten, Grades I-VI. 1930. 133 pp. Mimeographed.

Outlines of units of work in manual activities, such as making armour and weapons, toys, motor boat, gardens. Each unit lists objectives, materials, tools, procedure, references.

- 164 CLEVELAND HEIGHTS, OHIO. Board of Education. *Social Studies*. Kindergarten, Grades I-III. 1930. 158 pp. Mimeographed.

Introduction includes an explanation of terms; discussion of aims, objectives, organization of units, criteria for judging project units; units common to all grades, as—citizenship, excursions, parties. Units consist of the following sub-divisions: approach, problems, children's activities, desirable outcomes, tests, bibliography, illustrative material.

- 166 CLEVELAND HEIGHTS, OHIO. Board of Education. *Social Studies*. Grades IV-VI. 1930. Mimeographed.

Development of "The Story of Man," including what man has learned, nature and man, what man has done, what man does today, how man works with others. Separate units for each grade in geography and history are organized about specific problems and activities relative to the larger theme of study to be developed during the three years. Problems within the unit contain page references as well as lists of supplementary readings and suggested activities. Statement of the general aims, content to be covered, bibliography and illustrative materials for the teacher's use.

- 168 CLEVELAND HEIGHTS, OHIO. Board of Education. *Social Studies*. Grades VII-VIII. 1929. 144 pp. Mimeographed.

Organized on a unit plan about central themes. For grade VII—"Meeting and Subduing the American Wilderness" and "Three Quarters of a Century of Modern Industrial Progress"; for grade VIII—"The Growth of American Democracy," and "Welding a Nation into a World Power." Each unit suggests time allotment; outcomes to be realized, general and specific; pupil activities; suggested problems; suggested guidance outline including setting up the problem, getting and using information, testing for understanding, references, visual and other aids.

- 170 DALLAS, TEXAS. The Dallas High School Print Shop, Dallas, Texas. *Auditorium Activities*. Book II. 1929. 511 pp.

Compilation by classroom teachers of Dallas of suggested activities or programs of not more than twenty-five minutes' duration for auditorium use. Program includes holidays and special days; book week; education week; safety; music

COURSES OF STUDY (cont'd)

week; forest week; and health. Activities generally suggested for Grades I-IV, and V to VII, inclusive.

- 172 DAYTON, OHIO. Board of Education. *A Suggested Course of Study for First Grade*. Curriculum Bulletin No. 1. 1931. 224 pp. Mimeographed.

Discusses the place of testing; reading; remedial reading, when and how in first grade. Accounts of classroom experiments with the following units: Christmas, Our Animal Friends, Home, Farm, Toy Shop, Our Village, etc. Suggested outlines of content for other units. Bibliographies for all units. Discussion of the use of arithmetic and how this may be correlated with school work.

- 174 DAYTON, OHIO. Board of Education. *A Suggested Course of Study for Second Grade*. Curriculum Bulletin No. 2. 1931. 153 pp. Mimeographed.

An attempt to present actual class room procedure of work on a unit basis. List of outstanding second grade reading problems and suggestions for remedial work. Discussion of language, speech, spelling, and arithmetic with a bibliography for each. All work of second grade centers about people of the community: the milkman, butcher, postman, policeman, etc. Account of classroom experiments with units on: the milkman, grocer, postman, etc. The material presented should be suggestive and adaptable to any community or locality.

- 176 DENVER, COLORADO. Board of Education. *Arithmetic*. Grades I-VI. No. 4. Second Revised Edition. 1926. 376 pp.

In addition to the usual program of arithmetic in terms of skills and knowledges, this course lists possible activities for enrichment or correlation with other school subjects. Suggestions for diagnosis of difficulties and remedial instruction; description of games; lists of books on method and texts; results of scientific investigations; and suggestions of difficulties in reasoning.

- 178 DENVER, COLORADO. Board of Education. *English, Language and Grammar*. Grades IV-VI. 1930. 94 pp.

A tentative course of study explaining the procedure followed in preparing the subject matter, and standards of form for written work. Discussion of the functional centers as: conversation and group discussion; notes in written work; story-telling and verse writing. Statement of general objectives, means of attaining language objectives, desirable outcomes, references for teachers. Five typical learning units are outlined to illustrate means of attaining suggested phases of work.

COURSES OF STUDY (cont'd)

- 180 DENVER, COLORADO. Board of Education. *Social Science*. Grades I-VI. Monograph No. 20. 1926. 345 pp.

A unified course dealing with major problems in social studies. Each grade outline contains a list of desirable outcomes, statement of the major problems, suggested class projects, and minor problems suggesting possible situation, approach, activities, and references. Includes a statement of the aims and objectives for each grade, general scope of the work, meeting individual differences, references, material, and bibliography.

- 182 DENVER, COLORADO. Board of Education. *Social Science*. Grades III-VI. Monograph No. 20. 1931. 184 pp.

Bulletin to serve as a guide to teachers in selection of curriculum materials. No attempt is made to dictate procedure or method; rather much material is presented from which teacher may choose. Specific objectives for each unit are listed under such headings as: knowledges, skills, ideals, attitudes.

- 184 DENVER, COLORADO. Board of Education. *Science*. Junior High School. 1930. 67 pp. Mimeographed.

Course is organized around statements of accepted truths of science. "These statements are further analyzed into specific objectives which are further analyzed into contributory meanings to show the steps in building up the understandings of science. The course of study may be considered a device to aid the teacher in gaining a perspective." Text adapted for Grade VII is *Hessler Junior Science, Book I*; for Grade VIII, *Book II*. Page references to 11 supplementary texts are given for pupil's use.

- 186 DES MOINES, IOWA. Board of Education. *Art*. Grades I-VI. 1926. 102 pp.

Combination of fine and industrial arts. Course built about large units or themes for each grade, e.g.: Immediate Community Life for Grade II, Indian Life for Grade III, or Roman Life for Grade V. Each unit developed by outline of subject matter and possible activities. Bibliography for pupil and teacher.

- 188 DETROIT, MICHIGAN. Board of Education. *Art Education for Elementary Schools*. Grades I-VIII. 1925. 410 pp.

Grade outlines of eight large units of subject matter, e.g.: Architecture, Home Planning and Furnishing, Civic and Home Grounds Design, Clothing Design and Selection. List of standards of achievement; suggested activities, as planning a garden, reconstructing old furniture, and making booklets; possible methods of development; equipment, and materials.

COURSES OF STUDY (cont'd)

- 190 DETROIT, MICHIGAN. Board of Education. *Health Instruction*. Junior High School. 1930. 124 pp.

Part I. Statement of the general objectives of health education; the contributions of medical and nursing service, health investigator, and other agencies; discussion of the organization of the course of study.

Part II. Units of work for Grades VII, VIII, and IX. Each unit outlines specific objectives, correlation with other subjects, activities and problems, references for pupil and teacher, visual aids.

Part III. Bibliography, discussion of foot infections, reasons for which a child should be referred to the nurse or principal, etc.

- 192 DETROIT, MICHIGAN. Board of Education. *Kindergarten*. 1926. 103 pp.

General discussion of social development, including conduct, health, language, literature, community life, safety, nature, etc.

Subject matter illustrated by outlines of suggested projects. Appendix includes references for teachers; suggestive lists of films, slides, and illustrative materials; play apparatus.

- 194 DETROIT, MICHIGAN. Board of Education. *Course of Study in the Use of the Library*. Grades I-VI. 1928. 79 pp.

Course of study for the Detroit school libraries prepared by a committee of librarians. Each activity includes a statement of problem or objective, typical situations, librarian's preparation, procedure, desired results. Further activities for Y and Z groups, as well as, "General questionnaires for use in upper grades."

- 196 DETROIT, MICHIGAN. Board of Education. *Elementary Social Science*. Grades III-VI. 1930.

"The following material has been prepared for the use of homeroom and social science teachers. It is divided into three parts: (1) General Statement for Both Homeroom and Social Science Teachers which consists of (a) the theme of the unit, (b) the unit objectives, and (c) points to emphasize in the unit; (2) Special Suggestions for the Homeroom Teacher which consist of (a) an inventory test, (b) a list of social science words on the unit, and (c) readings for the unit; (3) Special Suggestions for the Social Science Teacher which consists of (a) an introductory lesson, (b) pupil activities for the work period, and (c) problems for a summary discussion."

Grade III. 111 pp. *Food, Clothing, Shelter, Fuel and Local Geography*.

Grade IV. 68 pp. *Michigan*.

COURSES OF STUDY (cont'd)

Grade V B. 50 pp. *Canada and Latin America.*

Grade V A. 59 pp. *Asia, Africa, Australia, and Islands of the Pacific.*

Grade VI B. 70 pp. *Europe.*

Grade VI A. 73 pp. *United States and Its World Relations.*

Each bulletin bound separately. Order by grade and title as above.

- 198 FORT WORTH, TEXAS. Board of Education. *Kindergarten Course of Study.* 1928. 74 pp. Mimeographed.

Outlines of possible projects within large fields of work. Includes social development, health, language, community life, safety, etc. Large units of work list objectives, teacher activities, pupil activities, skills and attitudes, standards of achievement. Outlines for projects within the unit state purpose, stimulation, planning, executing, judging, generalizing. Discussion of programs and records, educational materials, play apparatus, supply and tool lists, kindergarten books and tests.

- 200 FORT WORTH, TEXAS. Board of Education. *Primary Course of Study.* Grades I-III. 1928. Vol. I, 140 pp. Vol. II, 276 pp. Mimeographed.

Vol. I: Course of study in reading, spelling, and arithmetic.

Vol. II: Social studies, and English. Presentation of the aims and objectives for each field of study; outlines of specific subject matter for each grade; suggested activities, and problems relative to this subject matter; suggestive methods and techniques; sources of materials; excellent bibliography of literature for primary grades.

- 202 FRESNO, CALIFORNIA. Board of Education. *Social Studies.* Grades I-II. 1931. 62 pp. Mimeographed.

General presentation of the objectives of the social studies and the relation to other subjects; environment; order of procedure; record keeping; teacher's references and helps; selection of units of work. Central theme for Grade I, home and school; for Grade II, community helpers. Each unit lists possible approaches, activities, material to be read to the children, illustration (visual education), appreciation material, songs and rhythmic material, material to be read by children.

- 204 FRESNO, CALIFORNIA. Board of Education. *Social Studies.* Grades III-IV. 1931. 23 pp. Mimeographed.

Discussion of the general scope of social studies in Grades III-IV. Central theme for Grade III, the Little Citizen of the World; for Grade IV, the Little Citizen of California.

COURSES OF STUDY (cont'd)

Accounts of typical activities by the classroom teachers of pp. Pp. 111-71 Arithmetic. Mimeographed.

- 206 FRESNO, CALIFORNIA. Board of Education. *Social Studies*. Grades V-VI. 1931. 24 pp. Mimeographed.

Outline of a major unit for Grades V and VI stating: types of activities, suggestions to teachers concerning methods and teaching techniques, suggested activities and work exercises, page references, tests.

- 208 GARY, INDIANA. Board of Education. *Social Studies for Primary Grades*. 1927. Mimeographed.

Discussion of the aims of social studies in the primary grades. Suggested activities, procedures, and desired outcomes. Bibliographies and supplementary materials.

- 210 GRAND RAPIDS, MICHIGAN. Board of Education. *Nature Study and Science, Arithmetic*. Grades IV-VI. 1931. 171 pp. Pp. 111-71 Arithmetic. Mimeographed.

Statement of the specific aims of arithmetic; procedures including an outline of subject matter, and suggested methods of teaching arithmetic. Discussion of drill, problem solving, and graded difficulties in each fundamental process. Grade outlines suggest type lessons, activities, and outcomes. Bibliography.

- 212 GRAND RAPIDS, MICHIGAN. Board of Education. *Course of Study for Kindergarten and First Grade*. Vol. I-II. 1927. 254 pp. Mimeographed.

Outlines activities in the usual school subjects: social studies, health and physical education, dramatic play, fine and industrial arts, music, number, nature study, language, literature, reading, handwriting, and spelling. Uses parallel columns for *activities* and *content* with outcomes following. Each activity has selected bibliography. Social studies and nature study sections contain most on units of work.

- 214 GRAND RAPIDS, MICHIGAN. Board of Education. *Course of Study for Grade III*. 1929. 176 pp. Mimeographed.

Contains grade outlines for reading, arithmetic, language, and social studies. Each subject treated in following manner: aims, outline of subject matter, suggested methods of teaching, sample units and activities for achieving specific aims. Bibliographies.

- 216 GRAND RAPIDS, MICHIGAN. Board of Education. *Social Studies*. Grade III. 134 pp.

Discussion of the aims, principles underlying methods and organization, basis for selecting activities presented. Ma-

COURSES OF STUDY (cont'd)

for activities consist of units of work in geography, history, and civics based upon childhood experiences in studying about "City Market, Boats, Hebrew Life, Room Library, and Indian Village."

- 218 HAWAII, TERRITORY OF. Department of Public Instruction. *Activity Program for the Primary Grades*. 1930. 278 pp.

Curriculum based upon children's experiences. Introduction discusses the activities program and illustrates with typical units of work. Section II gives many suggestions for units suitable for the three lower grades. Some of themes: Doll House, Pets, Community Occupations, People of Different Lands, Foods. Section III gives extensive bibliography on the usual subjects of study and discusses daily programs, special classes, etc.

- 220 HAWAII, TERRITORY OF. Department of Public Instruction. *Activity Program for the Intermediate Years*. 1931. 244 pp.

A course of study developed in terms of child growth and immediate needs rather than logically organized subject matter. The material is reported as experimental within the classrooms.

General discussion of why the course of study is organized in this manner, the responsibility of the principal and supervisors, guidance and planning, and the values of child study.

Outlines of activities for Grades IV-VI with detailed accounts of classroom procedure for 3 activities.

Extensive bibliographies for teachers and children on each topic.

- 222 HOUSTON, TEXAS. Board of Education. *The Making of Americans*. Bulletin No. 134. 1931. 76 pp. Mimeographed.

Detailed study of Colonial Life for Grade VI. The controlling theme of the unit: the physical environment of a people has a decided influence upon their mode of living; especially upon food, clothes, homes, industries, and ways of living.

The bulletin presents much source material for teachers' use. Bibliography.

- 224 HOUSTON, TEXAS. Board of Education. *Course of Study in Social Studies*. Bul. No. 83, Grade I. Bul. No. 84, Grade II. Bul. No. 85, Grade III. Bul. No. 86, Grade IV. Bul. 87, Grade V. 1929. Mimeographed

Separate mimeographed bulletin for each grade. Discussion of the purposes of the social studies program. Logical arrangement of subject-matter, broken up into topics; definite statement of objectives and essential meanings to be de-

COURSES OF STUDY (cont'd)

veloped; list of things to do or suggestions of detailed activities. Bibliographies. Order each bulletin separately by grade listed in Section I.

- 226 INDIANA. State Department of Public Instruction. *Activities Relating Language Arts to the Social Studies, Citizenship, Science, Music and Art, Hygiene in the Elementary Schools*. Indianapolis, Indiana. Bulletin No. 107 A-1. 1929. 113 pp.

"This bulletin purposes to show how, in a practical way, teachers may successfully undertake an activity program in which reading is related to the following subjects: nature study, citizenship, history, geography, health, safety, music, and art."

The projects described are the results of actual teaching by the Indiana teachers. Part I includes a list of possible reading activities for Grades I-VI; activities for the reading program include work type silent and oral reading, recreational silent, and oral reading. Part II consists of descriptions of a series of activities relating reading to other school subjects.

- 228 INDIANA. State Department of Public Instruction. *Elementary Social Studies*. Indianapolis, Indiana. 1931. 185 pp.

A general social studies course organized around units of work. Large themes, such as Home and Community Life, World Life, and National Life with World and Civic Relations. Units outlined in parallel columns under "Expected Outcomes," and "Procedure."

- 230 ITHACA, NEW YORK. Board of Education. *Ithaca Public Schools Course of Study*. Grades I-VI. 1930. 309 pp.

Outlines of the traditional type with very little pertaining to activities, but such recognition is evidenced in use of terms "self-activity," "motivated recitation," "problem and project," etc.

- 232 KALAMAZOO, MICHIGAN. Board of Education. *Course of Study for the Public Schools*. Kindergarten, Grades I-II. 1925. 148 pp.

Discussion of the aims and objectives of the course. Lists of activities and outlines of habits, skills, and knowledges for each subject. Bibliographies.

- 234 KANSAS CITY, MISSOURI. Board of Education. *Course of Study in Arithmetic*. Grades I-VI. Bulletin No. 3. 1928. 322 pp.

General suggestions for teaching procedure, problem solution, testing program, and graphs. Outlined by units of the work for each grade including general and specific objectives,

COURSES OF STUDY (cont'd)

and suggested activities for realizing them. Activities are based upon children's experiences in school and out of school; games suggested for practice and checking. Bibliographies.

- 236 KANSAS CITY, MISSOURI. Board of Education. *Kindergarten*. Curriculum Bulletin No. 9. 1931. 135 pp.

"The purpose of this course of study is to present an enlarged point of view and not prescribe formal procedure." Presentation of typical and suggested activities including the use of blocks, wood, cloth, paper, clay, toys, etc., each listing the child tendencies and experiences, educative outcomes, suggestions to teachers in relation to the specific activity. Detailed description of eight activities and units of work. Selected bibliography for language, literature, music, nature, social studies, health, and safety.

- 238 KANSAS CITY, MISSOURI. Board of Education. *Nature Study and Elementary Science*. Grades I-VI. Bulletin No. 7. 1930. 227 pp.

Each grade has a number of science activities suggested for use in the appropriate season and a bibliography of materials. Descriptions of how some of these activities have actually been worked out are given. General discussion on use of illustrative materials and trips.

- 240 KANSAS CITY, MISSOURI. Board of Education. *Social Studies for Primary Grades*. Curriculum Bulletin No. 8. 1930. 302 pp.

A unified course built around a survey of Kansas City pupils' interests and experiences. Home and community life, holidays and festivals, vacation activities, early life, and Kansas City history take the major portion of the course. Each activity presents typical real life situations and in a parallel column the possible class experiences approaching the actual situation. Illustrated. Bibliographies are included for teacher's and pupil's use.

- 242 LAKEWOOD, OHIO. Board of Education. *Social Sciences*. A separate mimeographed bulletin for each: Kindergarten, Grade I, Grade II, Grade III, Geography Grade IV, Geography Grade V. Average 75-100 pp.

The course in social sciences is unified about large social themes for Kdg.-III. From Grade IV on the course is divided between history and geography with a monograph for each grade and each subject. Each bulletin carries the general and specific aims and a chart outline of the work of the several grades. Each course of study includes bibliographies and test materials.

COURSES OF STUDY (cont'd)

- 244 LONG BEACH, CALIFORNIA. Board of Education. *Fine and Practical Arts*. Kindergarten, Grades I-III. 1930. 58 pp.

Presentation of general aims, directions, art problems common to all grades, grade placement of subject matter, and attainments. General view of subjects contributing to the art content and type activities showing correlations; type lessons common to all grades, as free illustration, booklet making, poster design, and puppet show.

- 246 LONG BEACH, CALIFORNIA. Board of Education. *Social Studies*. Kindergarten. Grades I-III. 1929. 428 pp.

About forty activities, outlined in detail, show subject matter pertaining to the activity itself, procedure in the conduct of this activity, materials needed, and correlations with the conventional school subjects. At the close of each activity, outcomes and attainments are listed.

- 248 LONG BEACH, CALIFORNIA. Board of Education. *Social Studies*. Grades IV-VI. 1929. 302 pp.

A definite program for the social studies with subject matter, procedure, and materials listed in large units.

Time allotments, knowledges, habits and skills, and attitudes listed at the culmination of each activity.

Pupil and teacher references accompany each unit.

- 250 LOS ANGELES COUNTY, CALIFORNIA. County Board of Education. *Teachers' Guide. Primary Unit*. Grades I-III. 1930. 226 pp.

Gives detailed objectives, plans, and outcomes for a large number of activities providing for basic experiences of children in the primary grades. Basic curricula for children of each grade are specified in terms of the subjects of the conventional school. Bibliographies.

- 252 LOS ANGELES COUNTY, CALIFORNIA. County Board of Education. *Teachers' Guide. Intermediate Grades*. 1930. 522 pp.

Part I deals with general statement of aims and method. Emphasis on developing habits, attitudes, and ideals. Part II is organized by grades; suggests the basic experiences, desired outcomes, programs, and definite ways of providing these experiences and obtaining desired outcomes. Extensive bibliographies. Part III records units of work as illustrations of developing Part II.

- 254 LOS ANGELES, CALIFORNIA. City School District. *Course of Study for Kindergarten, Grades I-II*. 1924. 191 pp.

Descriptions of activities for kindergarten and primary grades with special reference to reading, social studies, nature study, language arts, spelling, music, number, etc.,

COURSES OF STUDY (cont'd)

accompanied by much general information. Work organized on the basis of traditional school subjects. The many activities listed under each subject are obviously intended to provide the subject matter usually taught in that subject. The monograph offers a large number of detailed suggestions on materials and teaching procedures.

- 256 LOS ANGELES, CALIFORNIA. City School District. *Course of Study for Grades III-IV*. 1924. 377 pp.

See annotation for Kindergarten, Grades I-II above. Same general type of bulletin.

- 258 LOS ANGELES, CALIFORNIA. City School District. *Course of Study for Fifth and Sixth Grades*. 1924. 335 pp.

See annotation for Kindergarten, Grades I-II above. Same general type of bulletin.

- 260 LOS ANGELES, CALIFORNIA. City School District. Committee on World Friendship. *World Friendship*. 1928. 271 pp.

"A series of articles written by teachers in the Los Angeles schools and by a few others who are likewise interested in the education of youth." Part I—Articles by friends outside the school system on Youth and World Peace; Security by Mental Disarmament; The Dawn of a New Day; What the Schools May Do.

Part II—"A Primer on International Relations," including discussions and explanation of the League of Nations; International Labor Organization, etc. Part III—Suggestions for adapting the course of study to the promotion of world peace. Part IV—Materials for talks and essays. Part V—An account of the world friendship movement. Part VI—Bibliography.

- 262 LYNN, MASSACHUSETTS. Board of Education. *Arithmetic*. Grade III. 1931. 189 pp.

Report of 7 teachers' experiment over a period of two years. Deals with subject matter to be taught and methods of procedure. Contains outlines of suggested problem units for social arithmetic and the everyday use of arithmetic in the classroom. Helpful information on games, remedial work, individual help, testing, correcting papers, and making graphs. Bibliography.

- 264 LYNN, MASSACHUSETTS. Board of Education. *Art Course of Study*. Grades I-III. 1931. Mimeographed.

Separate fifty page bulletin for each grade. Presentation of the year's work and grade attainments covering the study of color construction, design, lettering and art appreciation; bibliography; outlines for units of work stressing art.

COURSES OF STUDY (cont'd)

Each unit subdivided into a statement of aims, minimum requirements, method, suggested activities, content, outcomes.

Order each bulletin separately according to the grade desired.

- 266 LYNN, MASSACHUSETTS. Board of Education. *Art*. Grades IV-VI. 1931. 80 pp. Mimeographed.

General presentation of aims and methods, suggested time allotment, scope of work in color, construction, design, lettering, posters, and art appreciation to be studied in each grade; descriptions of approximately four units for each grade; criteria for judging art activities; lists of materials and pictures.

- 268 LYNN, MASSACHUSETTS. Board of Education. *Health Education*. Grades I-VI. 1931.

Separate mimeographed course of study bulletins averaging fifty pages each for Grades I-VI. Suggested procedures for various grade levels on adjustment of furniture, weighing and measuring, milk lunch, physical examinations, etc. Discussion of health services including medical, dental, nursing, child guidance, etc. Outlines approximately four units for each grade.

- 270 LYNN, MASSACHUSETTS. Board of Education. *Social Studies or Activities*. A Tentative Course of Study for Grades I-III. 1929. 57 pp. Mimeographed.

Outline of subject matter, suggestive activities, and teaching suggestions for the entire year. Two units of instruction, based upon subject matter outlined for each grade, consist of a statement of the problem, general and specific aims, learning activities, constructive activities, and materials used.

- 272 LYNN, MASSACHUSETTS. Board of Education. *Social Studies*. Tentative Course of Study for Grade IV. 1929. 38 pp. Mimeographed.

Discussion of the general and specific aims of geography in Grade IV with a view to developing world consciousness by means of an imaginary trip around the world. Problems, suggested activities, and readings for each of the six units outlined.

- 274 LYNN, MASSACHUSETTS. Board of Education. *Social Studies*. Grade V. 1929. 55 pp. Mimeographed.

Suggested activities and detailed outlines for Social Studies in Grade V. Each given objectives and possible outcomes. Bibliographies for teacher's and pupil's use are included.

COURSES OF STUDY (cont'd)

- 276 LYNN, MASSACHUSETTS. Board of Education. *Social Studies. A Tentative Course for Grade VI.* 1929. 80 pp. Mimeographed.

Presentation of aims for teaching geography in Grade VI. Criteria for judging activities. Outcomes. Outlines four major problems consisting of minor related problems, general bibliography, time chart, tests, and a list of common essentials on Europe.

- 278 MARYLAND. State Department of Education. *The Teaching of Citizenship in the Elementary School.* Baltimore, Maryland. Bulletin No. 1. 1926. 262 pp.

A discussion of citizenship training in the school, followed by brief accounts of projects carried on by classroom teachers and principals in each county division of the state.

- 280 MASSACHUSETTS. State Department of Education. *Safety Education.* Elementary and Junior High School. Boston, Massachusetts. Bulletin No. 3. 1931. 60 pp. Mimeographed.

A suggestive program for teaching safety education in relation to other subjects and not as a specific subject. The specific objectives, suggested activities, and an illustrative unit of teaching for each grade through sixth is included. Discussion of the safety patrol, the junior safety council, safety teaching in rural districts, and a program illustrating the correlation of safety with other school subjects. Bibliography.

- 282 MILWAUKEE, WISCONSIN. Board of Education. *Kindergarten Activities.* 1925. 186 pp.

Classroom teachers report briefly on activities developed with kindergarten children. Average of two pages to each unit. Illustrated with photographs. A section of the bulletin deals with daily programs, equipment, references, etc.

- 284 MINNEAPOLIS, MINNESOTA. Board of Education. *Tentative Course of Study in Literature for Junior High School.* 1930. 159 pp. Mimeographed.

Discussion of the teaching of Junior High School literature and techniques of teaching poetry; suggested units, as Ballads, Ships and Pirates, Wild Animals. Units list only suggested reading and related reading. Illustrative procedures taken from classroom situations for the teaching of of Evangeline, Snowbound, Rip Van Winkle, etc.; teacher's bibliography; special bibliography of teaching material; devices which may aid in the teaching of literature; objective tests.

COURSES OF STUDY (cont'd)

- 286 MINNEAPOLIS, MINNESOTA. Public Schools. *Safety Education*. Grades I-VI. 1930. 57 pp.

General discussion of the place of safety teaching in the school program. Outlines of suggested activities for the teaching of safety with page reference bibliography for each major activity.

- 288 MONTGOMERY COUNTY, MARYLAND. Montgomery County Schools. *Social Studies*. Grades I-VII. Rockville, Maryland.

Each unit separately mimeographed. Each bulletin contains objectives, suggested ways to approach the unit, suggested learning situations through which the theme may be developed, essential informational materials, detailed outline of the subject matter, and bibliography.

Order each bulletin separately by title as given in Section I of this catalog.

- 290 MUSKOGEE, OKLAHOMA. Board of Education. *Course of Study in Arithmetic*. Grades I-VI. 1930. 230 pp.

Compilation of the work of teachers, principals, supervisors, and assistants, stating aims, objectives, and guiding principles for the teaching of arithmetic. Work of each grade divided into two semesters (A and B) including content; suggested problems, and teaching procedure; time schedule; type lessons, and enrichments based upon the children's interests; number content for the grade; suggested activities and correlations. Miscellaneous materials and suggestions, including types of tests, drills, method, devices, diagnostic procedures, remedial measures, lists of problems suitable for Grades IV to VI. Bibliography.

- 292 NEW MEXICO. State Department of Education, Santa Fe, New Mexico. *Course of Study for Elementary Schools*. 1930. 790 pp.

Courses of study in language arts, social sciences, natural sciences and arts for grades I to VIII inclusive. Presentation of aims, subject matter and activities, references, and occasionally type lessons for the various grades. Introduction of eight pages includes a discussion of modern trends in American education; making the daily program; placement of subjects in the daily program; time allotment.

- 294 NEW ORLEANS, LOUISIANA. Board of Education. *Course of Study*. Kindergarten, Grades I-VIII. 1927. 765 pp.

Course of study to provide experiences that will encourage growth in knowledge, attitudes, etc. Activities and outlines for teaching the school subjects. A bibliography is also included.

COURSES OF STUDY (cont'd)

- 296 NEW YORK. University of the State of New York. *Elementary Social Science. Grades I-VI.* Albany, New York. 1931. 109 pp.

"Content is organized under seventeen units. In each unit the work is built up from year to year but not repeated. Some of the units are closely correlated with one another and with other subjects in the elementary curriculum.

"The statement listed at the beginning of each unit of instruction is to be regarded as the major conception for teaching that particular unit. Following the statement are learning elements or meanings. Under the captions 'Procedure' and 'Activities,' have been included suggestions regarding materials and methods of teaching suited to the various types of schools in the State."

- 298 NORTH CAROLINA. State Department of Public Instruction. *Current Reports on Activity Programs, Projects, Research Studies, etc., in North Carolina.* Raleigh, North Carolina. 1929. 47 pp.

Brief reports of projects, activities, etc., developed in the public schools of North Carolina. Discussion of studies conducted and the outcomes.

- 300 OAKLAND, CALIFORNIA. Board of Education. *Types of Units of Activity and Arithmetic, English, and Fine and Industrial Arts.* Kindergarten, Grades I-II. 1927. Section I: 100 pp. Section II: 114 pp.

Integrating purposeful activities analyzed to show the curriculum subjects involved. Accounts of projects developed in Oakland.

- 302 OAKLAND, CALIFORNIA. Board of Education. *Social Studies.* Grades III-IV. 1928. 120 pp.

Objectives to work toward in Social Studies and means of achieving them. Units of study for each grade. Correlations with the usual school subjects are outlined. Much bibliographical material is suggested.

- 304 OAKLAND, CALIFORNIA. Board of Education. *Some Oakland School Journeys and What Became of Them.* Course of Study Series No. 125. 1931. 98 pp.

A handbook for teachers of Oakland on what excursions into the local environment have proven most worth while. 25 trips described and many more possible trips listed.

- 306 OKLAHOMA CITY, OKLAHOMA. Board of Education. *Course of Study in Social Studies.* Grades III-VI. Each grade course bound separately. Mimeographed.

General statement of objectives and units of subject mat-

COURSES OF STUDY (cont'd)

ter for each grade; activities; suggestions for teaching. Statement of specific objective for each unit—e.g., "To encourage interest and cooperation in the significant phases of the child's home activities." Units outlined in subdivisions of specific objectives, subject matter, materials, activities, suggestions concerning procedure.

Order each bulletin according to the grade desired.

- 320 PAW PAW, MICHIGAN. Board of Education. Teacher Training Coöperative Schools, Western State Teachers College. *Elementary Department Projects*. 1927-1928. 40 pp.

Bulletin of representative pupil activities of the Paw Paw Public Schools, kindergarten through sixth grade. Each report illustrated.

- 322 PENNSYLVANIA. State Department of Public Instruction. *Concrete Learning*. Harrisburg, Pennsylvania. Bulletin No. 64. 1931. 96 pp.

Brief accounts of classroom activities for all grades illustrating a curriculum built around life activities.

- 324 PHILIPPINE ISLANDS. Department of Public Instruction. *Industrial Arts for Boys*. Grades V-VII. Manila, Philippine Islands. 1931. 140 pp. Mimeographed.

Unit outlines in industrial arts. Each unit sub-divided under the following captions: habits and skills; knowledge and information; general patterns of conduct; suggested projects.

- 326 PHILIPPINE ISLANDS. Department of Public Instruction. *Philippine History and Government*. Grade VII. Manila, Philippine Islands. 1931. 75 pp.

Course of study on the history and government of the Philippine Islands to be used in Grade VII. Detailed outlines for ten units.

- 328 RALEIGH, NORTH CAROLINA. Board of Education. *Art Education*. Grades I-VIII. Curriculum Bulletin No. 6. 1929. 119 pp. Mimeographed.

States the art of objectives set by the Raleigh teachers. Art is not considered a "special subject but as a very fundamental subject which is woven into the life of the child in his activities at home and at school." Shows the utilization of art principles and skills in expression in all school activities. Monograph divided into following sections: Art education for Primary, Intermediate, and High School; Picture Study; Typical Units; Suggestions on Special Problems. Bibliography.

COURSES OF STUDY (cont'd)

- 330 RALEIGH, NORTH CAROLINA. Board of Education. *Lewis School Yearbook*. 1930. 208 pp. Mimeographed.

Compilation of units of work developed in the Lewis School of Raleigh, North Carolina. Part I: Brief accounts of activities or units of work for each grade.

Part II: Accounts of creative work for each grade related to the unit. Part III: Special articles, including Lewis School Library, Sports, Festival Days. Bibliography of the books used.

- 332 RALEIGH, NORTH CAROLINA. The Raleigh Elementary Education Council. *Elementary Science*. Grades I-VI. Vol. III. No. 2. 1930. 92 pp. Mimeographed.

Bulletin recording the results of classroom activities during the full semester in Raleigh Schools. Detailed accounts of each unit. List of the science learnings for each grade as reported from the various classrooms.

- 334 RALEIGH, NORTH CAROLINA. Board of Education. *Teaching in First Grade*. 1928. 99 pages. Mimeographed.

Discussion (pp. 5-27) of general methods of first grade teaching; topics include: Acquaintance Period, Excursions, Bulletin Board, Conference Period, etc. Typical Daily Schedules (pp. 28-31). Following (pp. 35-92) are six units of work each described by the classroom teacher who developed the theme with a class of children. Titles of units: The Playhouse, Relation of City Home To Country Home, Dog House, Train Project, Gift Shop, and Library Unit.

- 336 RALEIGH, NORTH CAROLINA. Board of Education. *Teaching in Grades II and III*. 1928. 121 pp. Mimeographed.

Discussion of the general problems including suggestions for daily program, and many activities.

Detailed accounts of classroom procedure for four units in each grade. The entire course represents a definite departure from subject matter requirements and instructions stressing activities centered about life situations.

- 338 RALEIGH, NORTH CAROLINA. Board of Education. *Teaching in Grades IV, V, and VI*. Bulletin No. 5. 1929. 136 pp. Mimeographed.

Account of material developed from over four years of curriculum revisions. The entire course centers about the study of the raw products of a country for Grade IV and how these raw products are made available for use for Grades V and VI. It is an endeavor to organize content around centers of interest using subject matter divisions for check only when necessary. Detailed accounts of classroom procedure for seven units of work.

COURSES OF STUDY (cont'd)

- 340 ROCHESTER, NEW YORK. Board of Education. *Tentative Course of Study in Social Studies*. Junior High School. 1930. 248 pp. Mimeographed.

Presentation of a tentative time schedule for the development of the two or three problems related to each larger unit. Suggestive method of development for each problem includes: approach; statement of the specific problem; assimilative material consisting of a detailed outline for study of the problem; references; activities; visual aids; vocabulary study; enrichment reading. General discussion of the meaning and value of social studies; using a book; testing ability to use a book and rate of silent reading; five ways of testing comprehension; the history notebook; notetaking.

- 342 ST. LOUIS, MISSOURI. Board of Education. *Kindergarten*. Curriculum Bulletin No. 10. 1926. 195 pp.

Suggested content for English, Music, Art, Socializing-Integrating Activities, Health, Science, Social Relations, and Number. Each subject organized under specific objectives, suggested activities, suggested procedure, and desirable outcomes—both direct and indirect.

- 344 ST. LOUIS, MISSOURI. Board of Education. *Social Studies*. Kindergarten, Grades I-VI. 1926. 393 pp.

Activities in outline form; parallel columns giving specific objectives; suggested activities; suggested procedure; outcomes.

- 346 ST. LOUIS, MISSOURI. Board of Education. *Socializing-Integrating Activities*. Kindergarten, Grades I-VI. 1926. 160 pp.

Activities in outline form. Parallel columns giving specific objectives; activities; procedure; outcomes.

- 348 ST. PAUL, MINNESOTA. Board of Education. *Social Studies and Related Studies*. Grade IV. 1928. 50 pp.

Detailed outlines in sub-divisions of subject matter, references, activities, outcomes, for a complete study of North America, and its relation to the world with special emphasis on the United States.

- 350 ST. PAUL, MINNESOTA. Board of Education. *Social Science and Related Subjects*. 1928. Mimeographed. Grade VI. 28 pp.

Detailed outlines for five units of study listing subject matter, references, activities, outcomes. Unit I: Present rural and urban activities of Europe; Unit II: detailed study of various European countries; Unit III: historical develop-

COURSES OF STUDY (cont'd)

ment of Europe; Unit IV: Europe's gift to America; Unit V: America's gift to Europe.

Grade VII. 32 pp.

Detailed account of seven units on the history and development of the United States since the Declaration of Independence.

Order each bulletin separately according to grade desired.

- 352 SALT LAKE CITY, UTAH. Board of Education. *Social Studies*. Kindergarten. 1929. 38 pp.

Outlines, suggestions, specimen activities, specific objectives, and expected outcomes.

- 354 SALT LAKE CITY, UTAH. Board of Education. *Social Studies*. Grades I-IV. 1929. 99 pp.

Outlines, suggestions, specimen activities, specific objectives, expected outcomes, for each activity.

- 356 SAN ANTONIO, TEXAS. Board of Education. *Social Studies*. Grades I-V. 1929. 410 pp.

Objectives, materials, bibliographies, outlines, and accounts of activities with many suggestions. The course of study is organized on the basis of the five grades, both low and high. "Major Activities," "Supplementary Activities," and "Type Studies" are dominant in the outlines for each of the grades. Some of the usual school subjects are used as checks against learning in the activities.

- 358 SAN FRANCISCO, CALIFORNIA. Board of Education. *Elementary Art*. Grades IV-VI. Bulletin No. 3. 1929. 95 pp.

Discussion of plan and flexibility of the course; visits to museums and art galleries; source material; classroom decorations. List of pictures for appreciation; art and general education bibliography. Outlines of five major units for Grades IV to VI inclusive, each containing problems relative to the unit; suggested activities, art information, and desirable outcomes.

- 360 SAN FRANCISCO, CALIFORNIA. Board of Education. *An Activity Program in the Social Studies*. For Kindergarten and Primary Grades. 1929. 197 pp.

Accounts of successful units of work as reported by classroom teachers classified under: home, family life, and related activities; community interests; transportation; community life; farms, and ranches; nature; life in many lands. Each unit contains a description of actual classroom procedure, bibliography for teachers and children, and supplementary materials. General annotated bibliography on the new edu-

COURSES OF STUDY (cont'd)

cation will be helpful to all teachers, as well as the extensive bibliographies with each unit.

- 362 SAN FRANCISCO, CALIFORNIA. City and County of San Francisco, California. *History and Geography*. Grades IV-VI. Curriculum Bulletin No. I. 1928. 118 pp.

Course of study by unit organization. Eight smaller units including a study of the climate, the coming of the white man, San Francisco today, etc., make up the larger unit of one semester's duration, "Story of San Francisco." Second half of fourth grade deals with, "The Story of California." Consists of related units on the earliest inhabitants, early explorers, settling California, etc. In grades V and VI, history and geography are outlined in separate units, not always specifically related as in Grade IV. Each unit gives specific objectives, detailed topical analysis of content, procedures and materials, with suggested activities. Bibliographies are included.

- 364 SAN JOSE, CALIFORNIA. Board of Education. *Social Sciences*. Grades I-VII. 1929. 92 pp.

Presentation of various types of procedure, including "prospect" method, problem method, excursions, exhibits, map exercises, current events, recitations, and tests. Outline of subject matter, suggested problems, activities, procedures, and outcomes for various grades in geography, history, and civics. Grades I to III and IV to VIII combined for some subjects.

List of maps, globes reference books, pictures, work books, geography books for all grades, nature study books, Indian books, etc.

- 366 SAN MATEO COUNTY, CALIFORNIA. County Superintendent of Schools. *The Activities Program*. 1931. 85 pp.

Teaching outlines of units of work for all elementary grades. Major units: Indian life, animals of the world, the fire department, cities of the world, the dairyman, and forests. Suggested lists for all grades. Each unit lists activities under reading, writing, spelling, arithmetic, music, composition, etc. No bibliographies.

- 368 SEATTLE, WASHINGTON. Board of Education. *Tentative Curriculum for the Kindergarten*. 1926. 95 pp. Mimeographed.

Brief account of the principles underlying the choice of curriculum activities and the subject matter.

Curriculum outlined in terms of conducts—e.g., social activities, hygiene, nature study, work period, fine arts, number activities, etc. Each divided into smaller units contain-

COURSES OF STUDY (cont'd)

ing a list of materials, suggested activities, outcomes and methods. Six units in essay form illustrating the way in which conducts take place in a social setting. Suggestions for work with a more mature group. Discussion of records, time schedule, grading and promotion, equipment, and finger plays. Bibliographies.

- 370 SEATTLE, WASHINGTON. Board of Education. *Tentative Course of Study in Community Life for Kindergarten, Junior-Primary, and First Grade*. 1928. 146 pp. Mimeographed.

Presentation of units on home life, school life, and farm life. Each unit sub-divided into teacher's part which includes a statement of objectives, and suggested procedure; each unit also has an outline of the suggested activities and desired outcomes for the pupils. Bibliographies are included.

- 372 SEATTLE, WASHINGTON. Board of Education. *Community Life Studies*. Kindergarten, Grades I-III. 1930. 435 pp.

The first seven chapters are an outline of the subject matter for large units of work, arranged in parallel columns of: objectives, child's part, teacher's part, and desired outcomes. Description of the use of the work period. Extensive bibliography of books and magazines for teachers' and children's use in relation to each unit.

- 374 SHOREWOOD, WISCONSIN. Board of Education. *English*, Grades IV-VI. 1931. 151 pp. Mimeographed.

Organized into three general sections. "First, a listing of all the types of growth in English that we believe an elementary school should help develop. Second, this course contains a plain statement of guiding principles, called, 'Guide Information.' Third, the course contains descriptions of large units of experience which Shorewood teachers have used with their children, out of which valuable English skills have come."

- 376 SIMSBURY, CONNECTICUT. Board of Education. *Social Studies*, Grades I-VI. 1929. 274 pp. Mimeographed.

Presentation of general objectives and suggestions for teaching. Set up for social studies as follows: Grade I, home life; Grade II, community life; Grade III, Indian Life in America, and child life in foreign lands; Grade IV, westward movement carried on by the colonists and by the pioneers; Grade V, agriculture, irrigation, stock-raising, fishing, lumbering, mining; Grade VI, manufactures, transportation, communication, inventions and discoveries, recreation. Each unit sub-divided into specific objectives, subject matter, suggested materials, suggested activities.

COURSES OF STUDY (cont'd)

- 378 SOUTH DAKOTA. State Department of Public Instruction. *Arithmetic Course of Study for Elementary Grades*. Pierre, South Dakota. 1931. 320 pages.

This course of study for eight grades includes in each grade section a suggested unit for enriching and integrating the arithmetic skills and concepts listed for that grade.

Grade I—Grocery Store, Doll House.

Grade II—Indoor Garden, Gift Shop.

Grade III—School banking.

Grade IV—Mediterranean Luncheon, Buying Christmas Presents.

Grade V—School Garden.

Grade VI—Track Meet.

- 380 SOUTH DAKOTA. State Department of Public Instruction. *Social Studies Course of Study for Primary Grades*. Pierre, South Dakota. Bulletin No. 4. 1931. 355 pp.

This course is organized about "some of the living, crucial issues of American life on an appropriate age and grade basis." There is a "balance between the subject-matter content of geography, history, civics, science, and health, and the kinds of suggested activities and experiences which contain the greatest promise for producing in pupils those attitudes, ideals, and habits which will make for the highest type of personal and social life." Materials given for both rural and urban schools. The five basic themes developed: Interdependence, man's increasing control over nature, adaptation, population, and democracy. In Grade I, the interdependence theme is developed through two units: "How the members of the family group help one another in work and pleasure," and "How the family depends upon the farmer for food." In Grade II, the interdependence theme is continued in a unit entitled: "How the community provides for the needs of the family." In Grade III, the same interdependence theme is still further developed in a unit called: "How the community originated and developed in South Dakota." A second theme, namely, adaptation, is started in Grade III, through a unit: "How the Indians adapted themselves to the environment in which they lived." Each unit is written up completely with an "overview" of the theme, objectives, suggested approaches, suggested activities, informational materials for the teacher, and selected bibliographies.

- 382 SPRINGFIELD, MASSACHUSETTS. Board of Education. *English and Language*. Kindergarten and Grade I. 1929. 154 pp.

Presentation of general and specific objectives; activities of pre-school children; and conversation as a language activity. Outline of fifteen situations which provide opportunity for

COURSES OF STUDY (cont'd)

worthwhile conversation—e.g., the first days at school, the lunch period, the work period, pictures, holidays, and the library.

Two teaching units illustrating language development and vocabulary building; discussion of the use of stories, poems, and dramatizations; creative expression through poetic language, physical education, and music; suggested activities for their language value, as classroom, home, and play experiences. Bibliographies for pupil's use and for teacher's use are also included.

- 384 SPRINGFIELD, MASSACHUSETTS. Board of Education. *Social Studies*. Kindergarten, Grades I-III. 1931. 140 pp. Mimeographed.

Discussion of the organization of subject matter for each grade illustrated, with teaching units containing a list of activities; subject matter; materials; outcomes. Bibliography.

The materials for each of the grades are bound separately in a bulletin:

Kindergarten—7 pp.

Grade I—26 pp.

Grade II—23 pp.

Grade III—11 pp.

Order each bulletin separately according to the grade desired.

- 386 SPRINGFIELD, MASSACHUSETTS. Board of Education. *Social Studies*. Grades IV-VI. 1928. 270 pp. Mimeographed.

"Compilation of the work of teachers, supervisors, subject matter specialists, etc., to provide classroom teachers with subject matter and methods which enable the child to acquire habits, skills, attitudes, and knowledge which seem desirable and necessary for his life purposes." The aim of the course is to give pupils an orderly impression of events and conditions which have led to the settlement of our country. The approach is through the problem method, enriched by numerous suggested activities, and extensive bibliographies. Suggestions for various types of objective tests are discussed and illustrated.

- 388 TULSA, OKLAHOMA. Board of Education. *Tentative Course of Study for Kindergarten*. 1928. 201 pp.

General course of study in character building, social studies, health education, nature study, music and rhythms, fine and industrial arts, play and games, English, number, and thrift. Each unit lists activities, subject matter materials, knowledge, attitudes, habits and skills; method and references. Discussion of daily plans, organization and equipment necessary for a kindergarten.

COURSES OF STUDY (cont'd)

- 390 UTAH. State Department of Public Instruction. *Course of Study for the Elementary Schools. Kindergarten and Grade I Supplement.* Salt Lake City, Utah. 1928. 71 pp.

Outlines of units of study, including suggested activities, method and outcomes for home, family, nature, and health interests. Also manual and industrial activities, using clay, wood, paper, sand and toys. Suggested programs and activities for each period.

- 392 VIRGINIA. State Board of Education. *State Course of Study for Rural and Elementary Schools of Virginia.* Richmond, Virginia. 1926. 286 pp.

Designed to be used as a guide to teachers in planning their work and to cover the minimum requirements set up for each grade. Part I emphasizes school laws and regulations, organizations, programs, tests and measurements, libraries and professional reading for teachers. Part II, a discussion of program and textbooks for each grade, rural school conditions and problems. Part III, the teaching of language and literature, arithmetic, social studies, physical and health education in all grades.

- 394 WAUSAU, WISCONSIN. Board of Education. *Illustrative Units of Reading for All Grades.* 1925. 88 pp.

A collection of reading units worked out by teachers from the first through the eighth grade by the Wausaw grade teachers.

- 396 WORCESTER, MASSACHUSETTS. Board of Education. *Course of Study in Geography.* Grades VII-VIII. 1930.

Detailed outline course of study; suggested types of project lesson, problem lesson, map study, appreciation, etc.; lists of possible problems and topics to be developed; activities; tests; bibliographies. Statement of aims and values to be attained.

- 398 WINSTON-SALEM, NORTH CAROLINA. Board of Education. *English.* Junior High School. 1930. 86 pp.

Part I—list of minimum essentials for grades VI, VII, VIII.
Part II—accounts of activities and projects.

Part III—literature appreciation which includes a list of poems, stories, and plays for appreciation lessons.

- 400 YORK, PENNSYLVANIA. Board of Education. *Techniques and Practices for Supervised Study in Geography.* Grade IV. Monograph No. 2. 1928. 157 pp.

A course of study pamphlet prepared for suggestive guidance of fourth grade teachers of geography. Part I includes a definition of directed study; discussion of teacher factors involved in effective study—e.g., planning the work, reference

COURSES OF STUDY (cont'd)

materials, provision for individual differences, program and time allotment, directed study exercises, conditions favorable for study. Part II, eight suggested units each including problems to solve, study assignments directed by practice guides, vocabulary test, yes-no fact test, completion fact test, problem solving test, completion summary, map work, list of other pupil activities.

PAMPHLETS

- 700 COMMITTEE ON ELEMENTARY EDUCATION OF THE NEW YORK COUNCIL OF SUPERINTENDENTS. *Cardinal Objectives in Elementary Education*. Second Report. 1929. University of the State of New York Press, Albany. New York. 188 pp.

Activity reports from 36 teachers representing 12 different cities and villages in New York, selected by a committee of teachers and supervisors from several hundred reports submitted. Gives the cardinal objectives and the teacher's part. The account of each activity tells how the problem was initiated, how it was developed, the outcomes, and the cardinal objectives especially emphasized.

- 702 COMMITTEE ON ELEMENTARY EDUCATION OF THE NEW YORK STATE COUNCIL OF SUPERINTENDENTS. *Cardinal Objectives of Elementary Education*. Third Report. 1931. University of the State of New York Press, Albany, New York. 108 pp.

This report discusses the aims of the modern elementary school, giving the program and its development and some adjustments in the child's school environment. Discusses unit teaching, giving criteria for evaluating units, characteristic differences in types of units, and analysis and illustrations of four types. Suggests curriculum provisions for the gifted child.

- 703 FINLEY, CHARLES W. and TIPPETT, JAMES S. *Field Work*. New York. Bureau of Publications, Teachers College, Columbia University. 1925. 123 pp. [Lincoln School Publication.]

"A record of some of the experiences and impressions through six years' field work in the elementary grades. . . ." A description of the trips followed by a discussion of the activities resulting. Trips included: ferryboat, Woolworth Building, pasteurizing plant, saw mill, clothing factory, etc. Illustrated.

- 704 FUEL-POWER-TRANSPORTATION EDUCATION FOUNDATION, 1116 Beggs Building, Columbus, Ohio.

A series of pamphlets discussing certain problems from the standpoint of the fuel-power-transportation interests. Obtainable free from above address. Order each bulletin separately by title as given in Section I of this catalog.

PAMPHLETS (cont'd)

- 706 KEELOR, KATHARINE L. *Curriculum Studies in the Second Grade*. New York. Bureau of Publications, Teachers College, Columbia University. 1925. 130 pp. [Lincoln School Publication.]

The author, a classroom teacher, gives an answer to the question, "What type of curriculum do second grade pupils need for their best possible growth, intellectually, socially, and physically?" The first six chapters describe the centers of interest: making a play city, New York's food supply, playing store, primitive life, science. The next few chapters tell of the skill subjects that were associated with these units of work and how these skill subjects were developed. The concluding chapters give an analysis of the children's work habits and attitudes. Illustrated. Introduction by Jas. S. Tippett.

- 708 KELTY, MARY G. *Adventures in World History*. Chicago. My Book of History, Sales Division of The Bookhouse for Children. 1930. 95 pp.

An activity program for teachers and pupils.

Outlines of units of work including possible approaches, materials, creative activities for home and school, testing, games, and references. Special emphasis on the use of "The Bookhouse for Children."

- 710 INDUSTRIAL ARTS COOPERATIVE SERVICE. A series of mimeographed units, each bound separately and for sale by above concern at 519 West 121st Street, New York City.

These mimeographed materials deal with a wide range of topics. Many are descriptions of units of work developed by classroom teachers; some are outlines prepared by graduate students; some are largely lists of source materials or bibliographies, while others give techniques for various processes and quote much source material. Over 100 titles. Catalog listing prices may be obtained from the above address.

- 711 LINCOLN SCHOOL OF TEACHERS COLLEGE. *Schoolroom Aquaria*. New York. Bureau of Publications, Teachers College, Columbia University. 1925. 23 pp.

A pamphlet prepared for pupils and teachers; gives suggestions for preparing and equipping the aquarium, caring for the water life, where to secure materials, books to read, and scientific aspects for study.

- 712 MCCALL, WM. A., Editor. *Teachers' Lesson Unit Series*. New York. Bureau of Publications, Teachers College, Columbia University. 1931. Vary in number of pages. 20¢

PAMPHLETS (cont'd)

per pamphlet for 16 pages or less, 25¢ per pamphlet for 17 pages or more.

Each pamphlet is a description written by a classroom teacher of the activities, content, and method developed in a classroom situation. The series will eventually include units for all grades, for all organized subject matter fields, or general topics. Order each bulletin separately by title as listed in Section I of this catalog.

- 714 PRESLER, FRANCES and Others of Public School, Winnetka, Illinois. *Group and Creative Activities*. Winnetka Individual Materials, Inc. Grades I-VI.

These mimeographed booklets contain bibliographies for teachers and children and give suggestions for numerous activities that may grow out of a study of each unit. They fill an important function in developing the social and self-expressive side of the curriculum.

Grade I, 1930 revision—Farm and Community Life.

Grade II, 1931 revision—Southwest Indians, Shepherd Life.

Grade III, 1931 revision—Vikings, Switzerland, Holland, France, Japan.

Grade IV, 1931 revision—Star Study, Prehistoric Animals, Cave Men, Egypt.

Grade V—Greek Myths; Greek Life.

Grade VI—The Life of the Middle Ages.

Order each booklet separately by title given above.

- 716 REED, MARY, Editor. Kindergarten-Primary Department, Teachers College, Columbia University, New York City. Each unit bound separately.

A series of units prepared by the students of the education classes under the direction of Dr. Mary Reed. On file in library of Teachers College. For sale at small price from Kindergarten-Primary Office, address above. Order each bulletin separately by title as given in Section I of this catalog.

- 718 STATE TEACHERS COLLEGE, SLIPPERY ROCK, PENNSYLVANIA. A series of mimeographed materials, each unit in separate binding.

Detailed units including aims, approaches, problems and activities, outcomes, and bibliography developed by teachers and student teachers of the Elementary Training School. Order each unit separately by title as given in Section I of this catalog.

- 720 STREITZ, RUTH. *Safety Education in the Elementary School*. New York. National Bureau of Casualty and Surety Underwriters. 1926.

This study is an attempt to show how the content of safety education materials may be developed for specific sit-

PAMPHLETS (cont'd)

uations by utilizing one school district as the unit for investigation.

- 722 TOWER HILL SCHOOL, WILMINGTON, DELAWARE. *Tower Hill*. 1929-30. 183 pp.

An explanation of the educational policy, general regulations, and organization of Tower Hill School, a day school for boys and girls from kindergarten to college. Outlines of the work covered in each grade, briefly illustrated with accounts of major interests and activities. Discussion of student cooperation and parent education. Book lists for each grade.

- 724 WESTERN STATE TEACHERS COLLEGE, KALAMAZOO, MICHIGAN. A series of mimeographed units each separately stapled.

Generally a report of a term's work through a dramatization as the culminating activity. Order each unit separately as listed by title in Section I of this catalog.

- 726 YORK, PENNSYLVANIA. Department of Elementary Education.

A series of mimeographed descriptions of units of work developed by classroom teachers. Each unit should be ordered separately by title as listed in Section I of this catalog.

PERIODICALS

- 800 *American Childhood*. CAROLYN S. BAILEY, Editor. Milton Bradley Company. Springfield, Massachusetts. Monthly, September to June.

Each issue carries articles written by classroom teachers, supervisors, or principals, describing their experiences in developing units of work; e.g., *Third-Grade Travels with Spring Adventures in Farming*, and *Sixth-Grade Arithmetic Goes to Europe*. Illustrated with photographs and children's work. Also several general articles on elementary school problems. Special features: monthly art projects, appropriate poems for the month, and short "practical method suggestions" from the field.

- 802 *The Bulletin*. Official organ of the National Association of Teachers in Colored Schools. SANDERS, WM. W., Editor. State Department of Education. Charleston, West Virginia. Monthly, September to June.

Each issue contains discussions of such general educational problems as: "Stammering and Stuttering, Its Effects and Its Cure"; "Problems of Junior and Senior High School"; problems specifically related to negro welfare, as "The Present Status of Elementary Education Among Negroes of West Virginia"; "Improving the Health Status of the Negro

PERIODICALS (cont'd)

Child". Occasional reports of classroom activities or units of work; association announcements; editorials.

- 803 *Childhood Education*. Journal of the Association for Childhood Education. Nursery—Kindergarten—Primary. R. HANSEN, Editor. Association for Childhood Education, 1201 Sixteenth St., N.W., Washington, D. C. Monthly, September to June.

Professional magazine for the advancement of nursery, kindergarten, and primary education. Representative articles: "What Is Superiority in Young Children?"; "The Yale Clinic of Child Development"; "Differences in the Language of Infants." Illustrated accounts of classroom activities written by teachers; association announcements; magazine and book reviews; research abstracts.

- 804 *Educational Method*. JAMES F. HOSIC, Editor. Bureau of Publications, Teachers College, Columbia University. New York. Monthly, October to June.

Formerly called the *Journal of Educational Method*. Discussion of current theories and practices in methods and supervision as found in progressive public schools. Representative articles: "An Experiment With the Co-operative Group Plan"; "Supervisory Problems Met in Changing From the Traditional to the New Elementary School." "Clearing House," a section containing teachers' reports of classroom activities, experiments, etc.; editorial comment and accounts of significant educational conventions; reader's guide and list of recent professional books.

- 806 *The Elementary English Review*. Official Organ of the National Council of English Teachers. C. C. CERTAIN, Editor. Elementary English Review. Detroit, Michigan. Monthly, September to June.

Each issue concentrates on one theme, as Creative Writing, Speech and Oral Reading, Children's Book Week; or Activities, giving discussions and accounts of units of work in various grades relative to the central theme. Reports of conferences of the National Council of Teachers of English, editorials, book reviews, and abstracts.

- 808 *The Grade Teacher*. Combining *Primary Education—Popular Education*. FLORENCE HALE, Editor. The Educational Publishing Company. Boston, Massachusetts. Monthly, September to June.

For elementary grade classroom teachers. Leading articles by classroom teachers describing units of work developed in their classrooms. Illustrated with photographs and children's work. Special features: monthly picture study, calen-

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dar and poster art projects, book reviews, and articles of general professional interest. Contains stories to be read to pupils and subject-matter or informational articles for teachers.

- 810 *The Instructor*. Formerly *Normal Instructor* and *Primary Plans*. HELEN W. OWEN, Editor. F. A. Owen Publishing Company. Dansville, New York. Monthly, September to June.

Contains primary, intermediate, and upper grade sections reporting accounts of units of work developed by classroom teachers. Special features are: Rotogravure Picture Section; Teachers' Help-One-Another Club; Letters to a Beginning Teacher on such problems as compulsory education, the school library, and the value of time; Picture Study Page; Songs; Calendars and Art Problems; Toys and Decorations.

- 812 *The Journal of Geography*. GEORGE J. MILLER, Editor. National Council of Geography Teachers, % A. J. Nystrom and Company. Chicago, Illinois. Monthly, September to May.

Supplementary geographic reading materials for pupils and teachers. Accounts of units of work developed in classrooms. Photographs, maps, and diagrams for class use; annotations of geographical publications; sources of teaching aids as books, maps, and pictures.

- 814 *The Kindergarten-Primary Magazine*. J. L. KEDDIE, Editor. J. H. Shults Co. Manistee, Michigan. Bimonthly, September to May.

Each issue contains a general discussion of some phase of child training; suggestions for primary work, and activities to be developed; poems and stories to be read to the children; suggestions for games, plays, and handwork. Materials for kindergarten and primary grades separately treated.

- 816 *Modern Education*. Formerly *Individual Instruction*. LUCILLE OGLE, Editor. The Harter Publishing Company. Cleveland, Ohio. Quarterly.

Practical suggestions for methods of teaching the tool subjects; informational articles for teachers and pupils; accounts of classroom activities; monthly poster suitable for school use as, "Indians of Northwestern United States (Their Dances)", with detailed description of the poster. General educational articles; annotated book list for children.

- 818 *The New Era*. BEATRICE ENSOR, Editor. London, England. Monthly.

A publication of the New Education Fellowship containing association news, articles on international educational move-

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ments, and discussions of principles and practices of progressive schools.

- 820 *Normal Instructor and Primary Plans*. This magazine was changed to *The Instructor* in 1931. See *The Instructor* for annotation.

Official Organs of City Boards of Education

The following magazines (Nos. 824-838) are the regular media for exchange of ideas and experiences of the teachers and administration of city school systems. The outstanding practice of the classroom is reported for general city reading. Each central office disseminates information and general instructions through these columns. Some of these city organs carry many accounts written by teachers describing their experiences with activities and units of work.

- 824 *Baltimore Bulletin of Education*. Official Organ of the Board of School Commissioners. Bureau of Research, Editors. Bureau of Research, Baltimore, Maryland. Monthly, September to June.
- 826 *Chicago Schools Journal*. Official Organ of the Board of Education. BUTLER LAUGHLIN, Editor. Board of Education Press. Chicago, Illinois. Monthly, September to June.
- 828 *Denver Public Schools Bulletin*. Official Organ of the Board of Education. Board of Education. Denver, Colorado. Monthly, October to June.
- 830 *El Paso Schools Standard*. Official Organ of the Board of Education. A. H. HUGHEY, Editor. El Paso Public Schools. El Paso, Texas. Monthly, September to May.
- 832 *Hamtramck Public School Bulletin*. Official Organ of Board of Education. M. R. KEYWORTH, Editor. Hamtramck High School Print Shop. Hamtramck, Michigan. Monthly, September to June.
- 834 *Newark School Bulletin*. Official Organ of the Board of Education. LAURENCE B. JOHNSON, Editor. Board of Education. Newark, New Jersey. Monthly, September to June.
- 836 *Public School Bulletin*. Official Organ of the Board of Education. Atlantic City, New Jersey. Monthly, September to June.
- 838 *The School Magazine*. Official Organ of the Board of Education. Buffalo, New York. Monthly, September to June.

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Official Organs of the State Educational Associations

The following publications (Nos. 844-862) are the official organs of the various State Educational Associations. These magazines are similar in purpose. The association members are kept in touch with the legal and administrative activities of their organization; professional news items are printed; general articles on professional educational problems are presented monthly; theory and practice of the teachers and administrators of the state are exchanged in these publications. From time to time teachers report units of work and activities which they have carried on.

- 844 *Alabama School Journal*. Alabama Education Association. FRANK L. GROVE, Editor. Alabama Education Association. Birmingham, Alabama. Monthly, September to May.
- 846 *The Georgia Education Journal*. Official Organ of the Georgia Education Association. KYLE T. ALFRIEND, Editor. Georgia Education Association. Macon, Georgia. Monthly, September to June.
- 848 *Hawaii Educational Review*. OREN E. LONG, Editor. The Department of Public Instruction. Honolulu, Hawaii. Monthly, September to June.
- 850 *The Illinois Teacher*. Official Organ of Illinois State Teachers Association. ROBERT C. MOORE, Editor. Illinois State Teachers Association. Springfield, Massachusetts. Monthly, September to June.
- 852 *Kentucky School Journal*. Official Organ of the Kentucky Education Association. WILLIAM S. TAYLOR, Editor. Kentucky Education Association. Louisville, Kentucky. Monthly, September to May.
- 854 *New York State Education*. Official Organ of New York State Teachers Association. ARVIL ELDRED, Editor. New York State Teachers Association. Rochester, New York. Monthly, September to June.
- 856 *The North Carolina Teacher*. Official Organ of the North Carolina Education Association. JULE B. WARREN, Editor. North Carolina Education Association. Raleigh, North Carolina. Monthly, September to June.
- 858 *The Oklahoma Teacher*. Official Organ of the Oklahoma Education Association. C. M. HOWELL, Editor. Oklahoma Education Association. Oklahoma City, Oklahoma. Monthly, September to May.

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860 *Ohio Schools*. Official Organ of the Ohio Education Association. WALTON B. BLISS, Editor. Ohio Education Association. Columbus, Ohio. Monthly, September to June.

862 *The Virginia Journal of Education*. Official Organ of the Virginia Education Association. CORNELIUS J. HEATWOLE, Editor. Virginia Education Association. Richmond, Virginia. Monthly, September to May.

868 *The Ohio Teacher*. RAY WAGNER, Editor. The Ohio Teacher Publishing Co. Columbus, Ohio. Monthly, September to June.

Discussion of general problems of education as, "Some Ear Marks of Good Teaching," "Health in Our Schools," "The Teaching of Speech," "Our Glendale Program of Progressive Education," etc.; occasional reports of classroom experiments and activities; educational news item of Ohio; editorials.

870 *The Platoon School*. National Association for the Study of the Platoon or Work-Study-Play School Organization. J. SPOONER, Editor. 286 Main St., Portland, Oregon. Published four times a year—February, May, September, and December.

Reports of experiments, research, and activities developed in the Platoon Schools throughout the country. News items and announcements of the organization; book reviews. Most issues present a central theme as, Special Number for Classroom Teachers, Administration and Supervision, Convention Number, etc.

872 *Popular Educator*.

At the beginning of 1926 *Popular Educator* was combined with *Primary Educator* and called *Popular Educator and Primary Educator*. In 1927 this new magazine became *Grade Teacher*. See *Grade Teacher* for annotation.

874 *Popular Educator and Primary Educator*.

This magazine came into existence in 1926 through the combination of two educational periodicals. In 1927 the name was changed to *Grade Teacher*. See *Grade Teacher* for annotation.

876 *Primary Educator*.

At the beginning of 1926 *Primary Educator* was combined with *Popular Educator* and called *Popular Educator and Primary Educator*. In 1927 this new magazine became *Grade Teacher*. See *Grade Teacher* for annotation.

PERIODICALS (cont'd)

- 878 *Progressive Education*. ANN SCHUMACHER, Editor. Official Organ of The Progressive Education Association. Washington, D. C. Monthly, October to May.

A journal of progressive public and private school practice and theory. Leading articles by such educators as Bode, Dewey, Mearns, Rugg, Counts, Ryan, etc. Carries news of the Association's activities, and accounts of experimentation and research in the progressive schools. Has unusual displays of photographs of classroom activities. Special numbers on controversial issue; e.g., Creative Arts, Indian Education, and A Review of the Newer Tendencies in Education.

- 880 *Safety Education*. FLORENCE NELSON, Editor. Education Division of the National Safety Council. 1 Park Ave., New York City. Monthly, September to June.

Contains articles of general interest to all as, "The White House Conference"; "Statistics of Child Safety"; and "How the Safety Movement Began." Outlines and suggestions for monthly studies in elementary and secondary grades as, "Poisons, Prevention and Treatment," "Dangers of Electricity," "Kite Flying and Electrical Hazards." Each study lists general objectives and suggestions. Outlines of work for elementary and secondary grades. Book notes; news of safety councils; posters; stories for children dealing with safety.

- 882 *The School Arts Magazine*. PEDRO J. LEMOS, Editor. The Davis Press. Worcester, Massachusetts. Monthly, September to June.

"An illustrated publication for those interested in fine and industrial arts." Informational material and accounts of various activities developed in classroom situations. Typical articles include: "Mural Decorations for the School Cafeteria"; "The Basketry of the Salish Indians"; "Ten Large Units of Art Experience in Second Grade"; "Creative Drawings by a IB Group"; "Drypoint on Celluloid"; and "Puppet Play Production."

- 884 *School and Home*. The Child, Parent, and Teacher. Official Organ of the Parents and Teachers Association of Ethical Culture Schools. FRED A. LIPPMAN, Editor. Parents and Teachers Association. Ethical Culture Schools. 33 Central Park West, New York, N. Y. Quarterly, November, January, March, May.

Each issue centers about one theme of interest to parents and teachers, e.g., "Rhythm in Education," "Teacher Training," and "The Fieldston Middle School." Illustrated reports of school and classroom activities, news of graduates, association programs and announcements. Educational news in-

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cluding accounts of national or international educational association conferences and programs; magazine, book reviews.

- 886 *School Life*. WILLIAM D. BOUTWELL, Editor. United States Department of Interior, Office of Education. Washington, D. C. Monthly, September to June.

Information on all phases of education in the United States, its Territories and foreign countries, collected and analyzed by a staff of more than 100 men and women. Lists of government publications useful to teachers. Representative articles are, "What Should the Federal Government Do for American Education?" "Rochester's Child Study Staff at Work," "New Books in Education," and "Recent Educational Surveys."

- 888 *Sierra Educational News*. Official Publication of California Teachers Association. VAUGHAN MACCAUGHEY, Editor. 155 Sansome St., San Francisco. Monthly, September to June.

Articles of general interest as, "Where Does Your Tax-Dollar Go?" "The Constitutionality of the Tenure Law," "What to Wear for Summer Travel," "World Peace Through Education." Discussions of educational problems as, "What Is an Activity?" "Some Rural School Problems," "Vitalizing Geography," "Education for Our New World." Accounts of classroom activities and units of work; items of interest to California teachers; poems, stories, book reviews, editorials; association announcements; list of coming events of interest to teachers; travel section describing places visited by other teachers.

- 890 *Signposts*. ETTA WILSON, Editor. Joint Publication of the Delaware State Board of Education, the Delaware Parent-Teacher Association, and the Delaware Citizens Associations. Delaware Trust Building. Wilmington, Delaware. Monthly, November to April.

Coöperative publication project which carries articles of professional interest to laymen and school people. Many units of work described and illustrated with photographs.

- 892 *The Virginia Teacher*. CONRAD T. LOGAN, Editor. State Teachers College. Harrisonburg, Virginia. Monthly, September to May.

News of the college and alumni; articles on professional problems by members of the faculty and others.

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